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ABSTRACT

Presented are two curriculum guides written and field tested by teachers for junior and senior high school educable retarded students. In each guide behavioral objectives are set forth for basic skills (listening, speaking, reading, arithmetic, writing, environmental awareness, and consumerism), vocational competencies (attitudes, choosing a job, and job skills), social competencies (concerning self, family, school, and community), and physical skills (leisure time, body use and function, and health and safety). Entries usually contain information about age level, learning area, specific and interim objectives as well as teaching activities. Included in 12 appendixes are a list of functional words and vocationally related words, and descriptions of games and activities. (CL)

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EMR

CURRICULUM GUIDE

JUNIOR HIGH

U.S. DEPARTMENT OF HEALTH,
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Developed by

The Curriculum Development Project for the Educable Mentally Retarded
Lake Butler, Florida

Serving the School Districts of

Baker, Bradford, and Union Counties, Florida

A Title VI-B Grant of
The Elementary and Secondary Education Act

Edited and Prepared by
Veronica M. Ruschmeier, Project Director and EMR Curriculum Specialist
Linda Rockwell, EMR Curriculum Specialist

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June 1974

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Copies of this Curriculum Guide may be obtained on loan from FLRS, Exceptional Child Education, Department of Education, Tallahassee, Florida 32304

Acknowledgment of the project would be appreciated when reproducing this document or any part thereof.

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Baker County: Wanda Wal
Bradford County: Mellon
Esther Tolbert
Columbia County: Hope M
Jane O'Rear
Union County: Marilyn

Intermediate

Alachua County: Patrici
Baker County: Nan Bowen
Bradford County: Patric
Paula White
Columbia County: Eloise
Mary Jane Weaver

Junior High

Columbia County: Carol
Wayne Hooks

Junior-Senior High

Alachua County: Judy J
Bradford County: Eugen
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Junior High

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Bureau of Exceptional Child E
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For their continued support,

The principals of partic
counties for their cooperatio
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Local employers for thei
the Needs Assessment Survey;

All the teachers in Bake
who helped with the Needs Ass

And last but not least,
who not only kept the project
too - our secretary, Patsy Ca

To all of these people a
sincere appreciation.

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Linda

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For their continued support, cooperation, and assistance;

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And last but not least, the real boss of the project who not only kept the project in line but kept us in line too - our secretary, Patsy Cason.

To all of these people and agencies we extend out sincere appreciation.

Veronica Ruschmeier
Veronica Ruschmeier

Linda Rockwell
Linda Rockwell

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INTRODUCTION

This curriculum guide is the product of an ESEA Title VI-B grant awarded to Baker, Bradford, and Union Counties Florida for a three year period from July 1971 - June 1974. The three years corresponded roughly to the three main phases of the project.

The first involved conducting a needs assessment. The educational and vocational needs and resources of the three counties were surveyed. One of the conclusions was the need for a functional, sequential curriculum. For more information on this phase see A Systems Procedure Manual For Conducting A Needs Assessment and A Summary Of Findings And Recommendations For Curriculum Development: Needs Assessment Of The Educable Mentally Retarded In Baker, Bradford And Union Counties.

During the second year; the objectives of the curriculum were written. The Curriculum Model consisted of four areas: Basic Skills, Vocational Competencies, Social Competencies, and Physical Skills and four levels: Primary (CA 6-9), Intermediate (CA 10-12), Junior High (CA 13-15) and Senior High (CA 16 and older). For each area, a terminal objective was written and within each area and level several Interim Objectives were written. Fianlly, a team of teachers from the three countis, whose classes ranged from primary through secondary EMR, revised the Terminal and Interim Objectives. These objectives were revised throughout the writing phase by the writing team and the EMR Curriculum Specialist. These objectives were published in four books (one for each level): Field Test Draft: Student Objectives For The Educable Mentally Retarded.

The third phase, which w
year but expanded during the
A total of 38 teachers of EMR
Bradford, Columbia, and Union
participate in the field tes
These teachers were asked to
making recommendations regard
for their level, meaningfulne
specific objectives within th
teachers were asked to sugges
the accomplishment of the obj
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(b) A workbook in whic
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and comments regar

(c) A random sample of
of the students to
the objectives.

(d) The EMR Curriculum
in groups and indi
objectives.

On the basis of the info
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e EMR Curriculum Specialist.
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ield Test Draft: Student Objectives
ntally Retarded.

The third phase, which was begun during the second year but expanded during the third year was field testing. A total of 38 teachers of EMR students in Alachua, Baker, Bradford, Columbia, and Union Counties were asked to participate in the field testing and 27 did participate. These teachers were asked to work with the objectives making recommendations regarding clarity, appropriatness for their level, meaningfulness, and the placement of the specific objectives within the total curriculum. Secondly teachers were asked to suggest activities and materials fo the accomplishment of the objectives. Feedback from the teachers was obtained through:

(a) A daily log kept by the teachers showing the objectives to be taught or evaluated, the participating students, the time spent on the objectives, and comments regarding teaching toward the objectives.
(b) A workbook in which teachers wrote the activiti materials, and resources used for each objectiv and comments regarding the objectives.
(c) A random sample of test items was given to some of the students to determine appropriatness of the objectives.
(d) The EMR Curriculum Specialist met with teachers in groups and individaully to discuss the objectives.

On the basis of the information thus obtained objecti were revised again, re-sequenced, added, or omitted. The activities, materials, and resources were added to the objectives for this document.

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USING THE CURRICULUM GUIDE

Levels

The objectives were divided into the four levels of Primary, Intermediate, Junior and Senior High partly as a convenience to the teacher and partly as an initial step in developing a system of accountability. Much more extensive investigation and field testing would need to be conducted for the latter purpose, but the guide might serve in the meantime as an approximation of student expectation. However, as in any good testing, the student needs to be taken from where he is to as far as he can go, and recognition must be given to the different achievement levels within the student as well as within the class. Thus the teacher must not feel restricted to just one level of the curriculum guide.

Numbering of Objectives

The first letter refers to the level

P = Primary
I = Intermediate
J = Junior High
S = Senior High

The second letter or group of letters refers to a general area of learning:

L = Listening
Sp = Speaking
R = Reading
W = Writing
A = Arithmetic, Facts and Processes
A(M) = Arithmetic, Money
A(T) = Arithmetic, Time
A(Ms) = Arithmetic, Measurement
E = Environmental Awareness
V = Vocational
S = Social
P = Physical

The number preceding the
objective within each of the

The final number, follo
to the specific objective wit

Thus PA5.4 is the fourt
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and Processes).

Using the Objectives

In an attempt to provid
behavioral objectives are fa
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taught in isolation. Most ob
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Originally, sample test
were going to be included in
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often one activity can test
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Using Activities, Materials,

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USING THE CURRICULUM GUIDE

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ic, Facts and Processes
ic, Money
ic, Time
ic, Measurement
ental Awareness
al

The number preceding the decimal refers to the interi objective within each of the general areas above.

The final number, following the decimal point, refers to the specific objective within each interim objective.

Thus PA5.4 is the fourth specific behavioral objectiv of the fifth interim objective of Primary Arithmetic (Fact and Processes).

Using the Objectives

In an attempt to provide a sequential curriculum, the behavioral objectives are fairly specific. Such specific behaviors rarely occur in isolation nor should they be taught in isolation. Most objectives can be correlated with other objectives through careful planning and selecti of activities. The more familiar the user becomes with the objectives, the easier it will be to combine them.

Originally, sample test items for each objective were going to be included in the guide. These were omitted due to space and because it was the opinion of the field test teachers and Specialists that the wording of the objectives practically provide test items. Furthermor often one activity can test several objectives. Generally it is recommended that objectives be presented as a test item first -- a pre -- test -- and if the student has not passed the item, then activities be conducted to instruct toward that objective.

Using Activities, Materials, and Resources

Field test teachers wrote the activities, materials, and resources they used to help students accomplish each Specific Objective. The Specialists combined these within each Interim Objective for ease of use and added additiona activities and materials.

The activities vary from very specific to general suggestions depending upon the objective itself and the response of the field test teachers. Room has been provided for the user to add other activities, materials, and resources. As mentioned above, behaviors do not occur in isolation and therefore the activities suggested are generally appropriate for several objectives. The selection of activities will depend upon the needs of individual students. For example, many objectives suggest making bulletin board displays, posters, or booklets. If the student needs to develop social skills of working together and language skills of communicating with peers, a group project would be more appropriate; if he needs to develop vocational skills of working independently, a booklet would be more appropriate. If he needs to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw or paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

The commercial materials suggested are not necessarily recommended per se. They are listed only to give an idea of the type materials that can be used and similar materials produced by other companies would generally be as appropriate. In a few cases, materials regularly used by teachers were crossed-references (e.g. Steck-Vaughn: Working with Numbers at the Primary level, Be Informed Series at the Senior High Level).

Recording Stude

Teachers in the partici
to develop a system of recor
student. Eventually it is a
would be used by all teacher
small booklet listing each o
checking system (e.g. comple
occasional demonstration of
yet or no exposure). Anothe
card for each level or a fil
each level on the four sides
square with the four goal ar
and specific objectives list
Individualized Reading Instr
Love Publishing Company, Den
for an example of this type

Regardless of the syste
of the student's accomplishm
to avoid duplication or omis
reinforcement will be necess
record keeping will elimate
of having students "learning
what they are not ready to l

ry from very specific to general
upon the objective itself and the
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t the Primary level, Be Informed
gh Level).

Recording Student Accomplishments

Teachers in the participating counties are being aske
to develop a system of recording objectives achieved by ea
student. Eventually it is anticipated that the same syste
would be used by all teachers. One suggestion has been a
small booklet listing each objective and three point
checking system (e.g. complete acquistion of objective,
occasional demonstration of skill, no success with objecti
yet or no exposure). Another suggestion has been a single
card for each level or a file folder with objectives for
each level on the four sides. These might be arranged in
square with the four goal areas on each side and the inter
and specific objectives listed under each goal area (see
Individualized Reading Instruction by Frank D. Taylor et a
Love Publishing Company, Denver, Colorado, 80222, page 13
for an example of this type arrangement).

Regardless of the system used a record should be kept of the student's accomplishment of the objectives in order to avoid duplication or omission. Selected review and reinforcement will be necessary of course, but careful record keeping will elimate the time wasting practice of having students "learning" what they already know or what they are not ready to learn.

BASIC SKILLS

GOAL

Upon completion of the EMR program the learner shall demonstrate an ability to use the basic writing, spelling)and arithmetic skills to successfully compete in the world of work. He sh an awareness of his environment.

TERMINAL OBJECTIVE

The EMR student will exhibit proficiency in receptive and expressive language skills

Listening

Junior High Listening - 1 - Can listen and follow a sequence of oral directions	
JL1.1 Given a series of at least 5 oral directions, the student will follow the directions with no more than 1 incomplete or incorrect series in 5 attempts. e.g. 1) Read your recipe; 2) get out your utensils and ingredients 3) grease your pans; 4) turn on the oven; 5) proceed with the direction on the recipe.	Observe students during act sewing, woodworking, art pro activities in such a way tha a series of directions befo
Junior High Listening - 2 - Can attend to orally read or spoken material for up to 30 minut	
JL2.1 The student will listen to a 30 minute school program, film, orally read story, etc., without interrupting to the teacher's satisfaction.	Prepare students ahead of t content of presentation. I ask questions at the end. able to answer questions.
JL2.2 After hearing a 30 minute presentation, the student will indicate he has listened by participating in a discussion and/or by answering specific questions regarding the presentation, to the teacher's satisfaction.	

BASIC SKILLS
JUNIOR HIGH
LISTENING

GOAL

EMR program the learner shall demonstrate an ability to use the basic language skills (reading, arithmetic skills to successfully compete in the world of work. He shall also demonstrate vironment.

TERMINAL OBJECTIVE

xhibit proficiency in receptive and expressive language skills

Listening

- 1 - Can listen and follow a sequence of oral directions	
of at least 5 oral directions, the e directions with no more than 1 t series in 5 attempts. e.g. 1) get out your utensils and ingredients 4) turn on the oven; 5) proceed with ecipe.	Observe students during activities such as cooking, sewing, woodworking, art projects, etc. Structure activities in such a way that students will be given a series of directions before starting.
- 2 - Can attend to orally read or spoken material for up to 30 minutes.	
l listen to a 30 minute school program, y, etc., without interrupting to the .	Prepare students ahead of time by discussing general content of presentation. Inform them that you will ask questions at the end. Give a reward for being able to answer questions.
30 minute presentation,the student istened by participating in a dis- ering specific questions regarding he teacher's satisfaction.	

Junior High Listening - 3 - Can critically listen to a speech or report.

JL3.1 Following an oral presentation (e.g. book report recording, film strip, unit presentation), the student will answer four out of five questions about the presentation.

JL3.2 Following an oral presentation, the student will state at least one positive quality relevant to the presentation to the satisfaction of the teacher.

JL3.3 Following an oral presentation, the student will state at least one negative quality relevant to the presentation to the satisfaction of the teacher.

JL3.4 After listening to a presentation, the student will state whether or not he liked the presentation and why to the satisfaction of the teacher.

JL3.5 After listening to an oral presentation that is factual or which expresses an opinion, the student will state whether he has heard a presentation of fact or opinion with no more than 1 error in 3 attempts.

JL3.6 After listening to an oral presentation that includes some fact and some opinion, the student will explain which parts are fact and which are opinions with no more than 1

Discuss "opinions" per se w
entitled to an opinion, we
not everyone likes the same

Give "speeches" to the clas
For example: "The city shou
dogs"; "Children should be f

During unit work in subject
materials are factual. Dis
material. Front page of ne

Discuss T.V. programs. Hav
true and which are just sto

BASIC SKILLS
JUNIOR HIGH
LISTENING

- 3 - Can critically listen to a speech or report.

al presentation (e.g. book report unit presentation), the student will e questions about the presentation.	Discuss "opinions" per se with the class. Everyone is entitled to an opinion, we often have different opinions, not everyone likes the same things, etc. Give "speeches" to the class that are obviously opinion. For example: "The city should feed and take care of all dogs"; "Children should be fed only candy"; etc. During unit work in subject areas, emphasize that these materials are factual. Discuss sources of factual material. Front page of newspaper vs. Editorial section Discuss T.V. programs. Have students decide which are true and which are just stories.
al presentation, the student will state quality relevant to the presentation to e teacher.	
al presentation, the student will state quality relevant to the presentation to e teacher.	
to a presentation, the student will e liked the presentation and why to e teacher.	
to an oral presentation that is factual opinion, the student will state whether ation of fact or opinion with no more mpts.	
to an oral presentation that includes nion, the student will explain which h are opinions with no more than 1	

JL3.7 After watching a film, T.V. show, or listening to a speaker, the student will explain whether the presentation was fact or fiction with no more than 1 error in 3 attempts.

Junior High Listening - 4 - Demonstrates, through daily behavior, courtesy in speaking and li
social interaction, and telephone conversation.

JL4.1 The student will conduct himself in an appropriate manner while speaking and listening in school related situations as observed by and to the satisfaction of the teacher.

JL4.2 During simulated telephone conversations, the student will use correct telephone procedures in answering, responding, and hanging up, to the teacher's satisfaction. (See JS7)

JL4.3 The student will use the correct procedures in making a call using a real or simulated pay telephone to the teacher's satisfaction.

Make a bulletin board display
Note the 3 steps; 1) put in
dial tone 3) dial your numbe
coins until party answers".

Discuss where pay phones are

While taking slides of road s
pictures of different styles

Educational Design Inc., The
Getting a Job Tape #1 and Di

22

film, T.V. show, or listening to a l explain whether the presentation no more than 1 error in 3 attempts.	

4 - Demonstrates, through daily behavior, courtesy in speaking and listening needed in daily social interaction, and telephone conversation.

conduct himself in an appropriate d listening in school related y and to the satisfaction of the	Make a bulletin board display of a pay telephone. Note the 3 steps; 1) put in dime 2) listen for dial tone 3) dial your number. "Do not deposit coins until party answers". Discuss where pay phones are found in community. While taking slides of road signs, etc. , take pictures of different styles of pay phones.
telephone conversations, the student ne procedures in answering, re- , to the teacher's satisfaction.	Educational Design Inc., The World of Work 2: Getting a Job Tape #1 and Discussion Tape A
use the correct procedures in al or simulated pay telephone ction.	

SPEAKING

Junior High Speaking - 1 - Relates orally in front of a group

JSp1.1 After many experiences in "public speaking" in front of his classmates, the student will select and relate a story or topic of information with an acceptable degree of poise to the satisfaction of the teacher.	Do a unit on public speaking 3 parts. Discuss why a brie to get the audience's attent the topic is. Discuss that the information to be put ac summarizes the main idea and finished.
JSp1.2 After many experiences in "public speaking" in front of his classmates, the student will relate a story or topic of information including a definite introduction, body, and conclusion, to the satisfaction of the teacher.	Let each student give a "How During other curriculum area "speeches" on topics under d first aid practices,etc.
JSp1.3 When presenting a talk to his classmates, the student will speak clearly with appropriate speed and volume to the satisfaction of the teacher.	Discuss volume and speed of

SPEAKING

1 - Relates orally in front of a group

riences in "public speaking" in front student will select and relate a story with an acceptable degree of poise to teacher.	Do a unit on public speaking. Discuss that speeches have 3 parts. Discuss why a brief introduction is important to get the audience's attention and to let them know what the topic is. Discuss that the body of the speech contains the information to be put across. The conclusion summarizes the main idea and lets the audience know you're finished.
riences in "public speaking" in front student will relate a story or topic a definite introduction, body, and sfaction of the teacher.	Let each student give a "How To" speech. During other curriculum areas, let individual student give "speeches" on topics under discussion - famous people, first aid practices, etc.
a talk to his classmates, the student appropriate speed and volum to the ner.	Discuss volume and speed of presentation.

Junior High Speaking - 2 - Uses increased and broadened vocabulary with understanding

JSp2.1 The student will have a speaking vocabulary to enable him to function in his various subject areas as observed by and to the satisfaction of the teacher.	As the need arises discuss sp Vocationally related words ca areas as they arise. Use cro alphabetizing, writing senten
JSp2.2 The student will have a speaking vocabulary to enable him to communicate with his peers as observed by and to the satisfaction of the teacher.	Educational Design, Inc., Wor a Job Tape #1 and Discussion
JSp2.3 The student will have a speaking vocabulary to enable him to use a telephone, ask for information, etc. to the satisfaction of the teacher.	
JSp2.4 The student will have included in his speaking vocabulary at least 75 vocationally related words as indicated by using these words in sentences to the teacher's satisfaction.	

- Uses increased and broadened vocabulary with understanding

l have a speaking vocabulary to enable various subject areas as observed by of the teacher.	As the need arises discuss specific vocabulary deficets Vocationally related words can be taught through content areas as they arise. Use crossword puzzles, word hunts, alphabetizing, writing sentences, etc.
l have a speaking vocabulary to enable his peers as observed by and to the cher.	Educational Design, Inc., World of Work 2: Getting a Job Tape #1 and Discussion Tape A
l have a speaking vocabulary to enable ask for information, etc. to the cher.	
l have included in his speaking vocationally related words as e words in sentences to the	

Junior High Speaking - 3 - Can give more complicated directions

JSp 3.1 The student will give directions to his own house from the school clearly and sufficiently enough that the teacher could find the house using those directions.	Use giving directions as a "p (See JSpl) "Demonstration Sp As student gives directions t teacher can draw a simple map the student explains. Let th not the directions are correc
JSp3.2 The student will give directions from one point in the community to another (e.g. school to bank, Post Office to supermarket, etc.) clearly and sufficiently enough that another student or the teacher can follow the directions.	While working with vocational etc., let students who are fa others.
JSp3.3 The student will give multi-step directions to complete a task clearly and sufficiently enough for another student or the teacher to complete the task with those directions (See JSpl).	

3 - Can give more complicated directions

ll give directions to his own house and sufficiently enough that the house using those directions.	Use giving directions as a "public speaking" exercise. (See JSp1) "Demonstration Speeches" As student gives directions to specific places, the teacher can draw a simple map on the board showing what the student explains. Let the class discuss whether or not the directions are correct and clear. While working with vocational skills in the shop, kitchen, etc., let students who are familiar with tasks instruct others.
l give directions from one point in r (e.g. school to bank, Post Office learly and sufficiently enough that teacher can follow the directions.	
l give multi-step directions to and sufficiently enough for another to complete the task with those	

Junior High Speaking - 4 - Uses acceptable English forms when speaking

JSp4.1 Presented orally with the singular form of a word which forms its plural in a regular form, the student will say the plural of that word with no more than 1 error in 10 attempts. (e.g. boy - boys; car - cars; lady - ladies; family - families, etc. Note: Some words form irregular plural when written but not when spoken e.g. lady - ladies.)

JSp4.2 Presented orally with the singular form of a word which forms its plural in an irregular manner, the student will day the plural of that word with no more than 1 error in 5 attempts. (e.g. man - men; woman - women; goose - geese; mouse - mice; person - people; deer - deer; sheep - sheep; fish - fish; calf - calves; wolf - wolves; half - halves; knife - knives; wife - wives; life - lives; etc.)

JSp4.3 Presented orally with 10 sentences, some using plurals correctly and some using them incorrectly, the student will state which are correct and which are incorrect with no more than 1 error.

JSp4.4 Orally given 10 pairs of sentences in which one member of each pair is an example of correct subject--verb agreement and one member is an example of incorrect usage, the student will state which is correct and which is incorrect with no more than 2 errors. (e.g. He drive the car. He drives the car; He ran downtown. He run downtown; I play the guitar. I plays the guitar; etc.)

These exercises should be
recorded lessons in which
sentenced and write either
the correctness of the sta

Discuss grammar informally
in daily activities.

- 4 - Uses acceptable English forms when speaking

lly with the singular form of a word
l in a regular form, the student will
t word with no more than 1 error in
boy - boys; car - cars; lady -
nilies, etc. Note: Some words form
written but not when spoken e.g.

lly with the singular form of a word
l in an irregular manner, the student
f that word with no more than 1 error
man - men; woman - women; goose -
person - people; deer - deer;
- fish; calf - calves; wolf -
s; knife - knives; wife - wives;

lly with 10 sentences, some using plurals
ing them incorrectly, the student will
ct and which are incorrect with no more

10 pairs of sentences in which one
s an example of correct subject--verb
ber is an example of incorrect usage,
e which is correct and which is incorrect
rrors. (e.g. He drive the car. He
an downtown. He run downtown; I play
he guitar; etc.)

These exercises should be conducted orally. Tape recorded lessons in which students listen to pairs of sentenced and write either "Yes" or "No" depending on the correctness of the statement.

Discuss grammar informally as the opportunity arises in daily activities.

JSp4.5 Presented orally with 10 singular or plural pronouns and the present tense of a verb whose past tense is formed regularly by adding "ed", the student will say the pronoun along with the correct past tense of the verb with no more than 1 error. (e.g. Given: "I walk", Response: "I walked"; Given "They dance", Response: "They danced", etc.)

JSp4.6 Presented orally with 10 singular or plural pronouns and the present tense of a verb whose past tense is formed irregularly, the student will say the pronoun along with the correct past tense of the verb with no more than 2 errors. (e.g. "We are" - "We were"; "He drives" - He drove"; etc.)

JSp4.7 Orally given 10 sentences which indicate possession but do not use the 's form (e.g. "Those shoes belong to Sharon"), the student will change the form of the sentence to employ the 's form (e.g. "Those are Sharon's shoes") with no more than 2 incorrect responses.

JSp4.8 Orally given 10 pairs of sentences, in which one member of each pair is an example or correct pronoun usage and one member is an example of incorrect usage, the student will state which is correct and which is incorrect with no more than 2 errors. (e.g. "Look at them". "Look at they"; "There he goes"; "There him goes"; etc.)

JSp4.9 During class discussion, the student will use acceptable English grammar, to the satisfaction of the teacher.

lly with 10 singular or plural pronouns
of a verb whose past tense is formed
"ed", the student will say the pronoun
t past tense of the verb with no more
Given: "I walk", Response: "I walked";
esponse: "They danced", etc.)

lly with 10 singular or plural pronouns
of a verb whose past tense is formed
ent will say the pronoun along with the
the verb with no more than 2 errors.
were"; "He drives" - He drove"; etc.)

10 sentences which indicate possession
form (e.g. "Those shoes belong to
will change the form of the sentence
(e.g. "Those are Sharon's shoes")
ncorrect responses.

10 pairs of sentences, in which one
s an example or correct pronoun usage
example of incorrect usage, the student
orrect and which is incorrect with no
e.g. "Look at them". "Look at they";
e him goes"; etc.)

discussion, the student will use
ammar, to the satisfaction of the

Junior High Speaking - 5 - Makes introductions

JSp5.1 Given simulated situations (Mary will be Sue's mother etc.), the student will make proper introductions, boys to girls, students to older people, students to teacher's etc. to the teacher's satisfaction.	Since this objective is incl level,pretest the class befo See intermediate level for s Role play introduction situa introductions are important appropriate.
JSp5.2 The student will introduce visitors or new students to boys and girls during class, on school grounds, etc. and demonstrate how to properly acknowledge introductions to the teacher's satisfaction.	

Junior High Speaking - 6 - Engages in social conversations and discussions

JSp6.1 The student will, to the teacher's satisfaction, engage in social conversations and discussions by participating in informal classroom conversations, showing courtesy to others by not interrupting or adding derogatory remarks, and talking in turn with discretion.	Discuss the necessity for co Role play situations in whic rude. Observe students duri calling students aside for i seem to exhibit inappropriat
JSp6.2 The student will participate in more formal classroom conversations and discussions demonstrating poise, ease and politeness to the satisfaction of the teacher. These conversations should reflect the following standards: think before speaking, have something in mind to say, look at the person to whom you are speaking, take turns, and listen to others.	

5 - Makes introductions

situations (Mary will be Sue's mother make proper introductions, boys to r people, students to teacher's etc. faction.	Since this objective is included in the Intermediate level,pretest the class before covering the objective. See intermediate level for suggested activities. Role play introduction situations. Discuss why introductions are important and when they are appropriate.
ll introduce visitors or new students g class, on school grounds, etc. and erly acknowledge introductions to the	

6 - Engages in social conversations and discussions

l, to the teacher's satisfaction, sations and discussions by partic- ssroom conversations, showing courtesy upting or adding derogatory remarks, h discretion.	Discuss the necessity for courtesy in conversation. Role play situations in which some people are being rude. Observe students during social interactions, calling students aside for informal talks if they seem to exhibit inappropriate behavior.
l participate in more formal classroom ssions demonstrating poise, ease and faction of the teacher. These con- ct the following standards: think be- ething in mind to say, look at the speaking, take turns, and listen to	

JSp6.3 Given actual or simulated social situations, such as dances, parties, gatherings in snack shops, etc., the student will voluntarily participate in conversations to the teacher's satisfaction.

al or simulated social situations, ies, gatherings in snack shops, etc., ntarily participate in conversations sfaction.

The EMR learner will demonstrate proficiency in those reading skills which will provide him
time and vocational reading

Junior High Reading - 1 - Uses context clues to independently attack new words

JR1.1 Given a passage to read containing one unknown word which can identified through context (i.e., through definition, synonyms, comparison, experience, tone, or familiar expression) the student will independently identify the unknown word or supply an equally appropriate word 80% of the time. (Refer to the Intermediate Level for more detailed objectives).	As students read in everyday to use context clues to figur students have a particular de to the intermediate level. Scholastic Book Services, Act Barnell-Loft-Using the Contex

Junior High Reading - 2 - Uses phonetic skills to independently attack new words

JR2.1 Given passages to read containing unknown words the student will use phonetic word attack skills to attack new words 90% of the time. (e.g. sound blending, common word endings, initial and final consonants, word blends, diagraphs, long and short vowels, dipthongs, silent letters, etc. See Intermediate Reading 4).	As the teacher observes stude an evaluation of their phonet should be made. For more spe activities see the Intermedia
JR2.2 Given the consonants having hard and soft sounds (i.e. c and g) the student will name at least two words beginning with each sound. e.g. Call and cat, cent and city, go and garden, giant and gin.	For specific deficits in word try using recorded lessons ad basis. Make up recordings wi If there are several students they could work together - i
JR2.3 Given written words containing a silent K before n, w before r, b after m, or e at the end of one wyllable words containing another vowel, the student will identify 80% of the silent letters.	Scholastic Book Services, Act

emonstrate proficiency in those reading skills which will provide him with a basis for leisure ading

- Uses context clues to independently attack new words

o read containing one unknown word hrough context (i.e., through comparison, experience, tone, or e student will independently identify pply an equally appropriate word r to the Intermediate Level for more	As students read in everyday assignments, encourage them to use context clues to figure out unknown words. If some students have a particular deficit in this area, refer to the intermediate level. Scholastic Book Services, Action Kit-Unit Workbooks Barnell-Loft-Using the Context, Level B and C.

- Uses phonetic skills to independently attack new words

read containing unknown words netic word attack skills to attack e. (e.g. sound blending, common d final consonants, word blends, t vowels, dipthongs, silent mediate Reading 4). nts having hard and soft sounds nt will name at least two words d. e.g. Call and cat, cent and nt and gin. rds containing a silent K before , or e at the end of one wyllable vowel, the student will identify s.	As the teacher observes students in everyday reading, an evaluation of their phonetic word attack skills should be made. For more specific objectives and activities see the Intermediate Level. For specific deficits in word attack skills at this level try using recorded lessons administered on an individual basis. Make up recordings with ditto sheets to reinforce. If there are several students with similar problems they could work together - in a small group. Scholastic Book Services, Action Kit, Unit Workbooks

Junior High Reading - 3 - Uses structural analysis to independently attack new words

JR3.1 Given passages to read containing unknown words, the student will use structural analysis to attack new words 90% of the time. (e.g. plurals, compound words, prefixes and suffixes, past tenses, possessives, contractions, syllabication, etc. See Intermediate Reading - 5.

JR3.2 The student will independently write a word in the past tense by adding d or ed without changing the word with 90% accuracy. See JSp4.5

JR3.3 The student will form the past tense of 10 words which require changing y to i or f to v before adding ed with 70% accuracy.

JR3.4 The student will form the plural of 10 words which require changing y to i before adding es or changing f to v befor adding es with 70% accuracy. See ISp4.2

JR3.5 The student will double the final consonant of 10 words before adding an ending with 80% accuracy.

JR3.6 The student will count the number of syllables in 10 spoken multi-syllable words with 90% accuracy.

Individual recorded lessons

Small group work with those
problem

Prefixes, suffixes, multi-s
group into two teams for a
dictionary. Instruct the c
specific characteristics su
with particular prefixes or
the most words in a time li

Discuss the meanings of spe

Bulletin board using a trai

For irregular plurals and w
for students to hear the di
at the spelling. Then show
the rule.

Call out words to students.
of syllables. Write the wo
Tell students what their gu
opportunity to change their
divide them into syllables.
dictionary to check.

Discuss rules for syllabica
portance of syllables in at

Love Pub. Co., Individualiz
Games and Activities Schola
Kit - Unit Work-books.

- 3 - Uses structural analysis to independently attack new words

s to read containing unknown words,
structural analysis to attack new
e. (e.g. plurals, compound words,
s, past tenses, possessives,
ication, etc. See Intermediate

ill independently write a word in
ding d or ed without changing the
cy. See JSp4.5

ill form the past tense of 10 words
ng y to i or f to v before adding
.

ill form the plural of 10 words which
o i before adding es or changing f
with 70% accuracy. See ISp4.2

ill double the final consonant of 10
an ending with 80% accuracy.

ill count the number of syllables in 10
e words with 90% accuracy.

Individual recorded lessons with accompanying work sheets.

Small group work with those students having the same problem

Prefixes, suffixes, multi-syllabic words, etc. Divide group into two teams for a relay. Give each student a dictionary. Instruct the class to look for words with specific characteristics such as: 3-syllable words, words with particular prefixes or suffixes, etc. The team with the most words in a time limit wins.

Discuss the meanings of specific prefixes.

Bulletin board using a train to illustrate suffixes.

For irregular plurals and word endings do oral exercises for students to hear the differences. Let them guess at the spelling. Then show the spelling and discuss the rule.

Call out words to students. Let them guess the number of syllables. Write the words on the board or a ditto. Tell students what their guesses were and give them an opportunity to change their mind. Then let them try to divide them into syllables. Look them up in the dictionary to check.

Discuss rules for syllabication and discuss the importance of syllables in attacking new words.

Love Pub. Co., Individualized Reading Instruction - Games and Activities Scholastic Book Services, Action Kit - Unit Work-books.

JR3.7 The student will identify the accented syllable of 10 spoken multi-syllable words with 80 % accuracy.

JR3.8 The student will divide 10 written two syllable words between double consonants or before a single consonant between two vowels with 70% accuracy.

JR3.9 The student will use structural clues to independently read two-syllable words which conform to the structural skills thus far acquired, with 75% accuracy.

JR3.10 The student will independently use contractions in reading and writing with 90% accuracy. (See Intermediate Reading - IR5.14, IR5.15).

l identify the accented syllable
lable words with 80 % accuracy.

l divide 10 written two syllable
onsonants or before a single
vowels with 70% accuracy.

l use structural clues to
-syllable words which conform to the
far acquired, with 75% accuracy.

l independently use contractions
with 90% accuracy. (See
IR5.14, IR5.15).

42

43

Junior High Reading - 4 - Reads with comprehension on a level commensurate with his abilit
by his mental age)

JR4.1 Given three paragraphs on his instructional level, the student will skim each paragraph to find a specific idea in 4 out of 5 attempts.	During reading in content with students by discussin Have them skin paragraphs it a contest). In sequencing, give studen material at first. Then m Discuss the main idea in t real news articles and let headline should be. Then
JR4.2 Given a selection of material on his instructional reading level, the student will correctly answer 8 out of 10 questions regarding specific details.	
JR4.3 Provided with a short story on his instructional reading level, the student will arrange 5 statements of the story in sequence with no more than 1 incorrect sequence in 5 attempts.	Barnell-Loft, Getting the Getting the Facts.
JR4.4 Provided with a short story or non-fictional material on his instructional reading level, the student will correctly answer questions regarding the main idea 80% of the time.	
JR4.5 Given a short or non-fictional material on his instructional reading level, the student will summarize the content to the satisfaction of the teacher 80% of the time.	
JR4.6 Given two non-fictional books on his instructional reading level, the student will make comparisons between the two books to the teacher's satisfaction.	

BASIC SKILLS
JUNIOR HIGH
READING: COMPREHENSION

4 - Reads with comprehension on a level commensurate with his ability (as approximately determined by his mental age)

ragraphs on his instructional level, each paragraph to find a specific tempts.	During reading in content areas, preview reading material with students by discussing the concepts ahead of time. Have them skin paragraphs for specific information (make it a contest). In sequencing, give students sentences verbatum from the material at first. Then move to summary statements. Discuss the main idea in terms of newspaper headlines. U real news articles and let students guess what the headline should be. Then compare to original as printed.
ion of material on his instructional udent will correctly answer regarding specific details.	
a short story on his instructional udent will arrange 5 statements of with no more than 1 incorrect s.	Barnell-Loft, Getting the Main Idea, Locating the Answer, Getting the Facts.
a short story or non-fictional uctional reading level, the student questions regarding the main idea	
or non-fictional material on ding level, the student will summarize tisfaction of the teacher 80% of	
fictional books on his instructional udent will make comparisons to the teacher's satisfaction.	

Junior High Reading - 5 - Learns alphabetizing as it pertains to dictionary and telephone d

JR5.1 Given a set of at least 10 words with initial letters different, the student will alphabetize them with 90% accuracy.

JR5.2 Given a set of at least 10 - 15 words with the initial letter the same, the student will alphabetize them with 80% accuracy.

JR5.3 The student will locate 10 sight words in the dictionary, with 90% accuracy.

JR5.4 The student will locate in a simple dictionary and read the meaning of 10 words selected from the Dolch list.

JR5.5 The student will indicate understanding of 5 words located in the dictionary by using those words in a sentence with 80% accuracy.

Chalkboard Relays: Divide cl
Give each student a dictionar
alphabetical order, one word
alphabet. Variation: Teache
Students must alphabetize by
has the most "a" words in alp
limit wins.
Telephone Book and Dictionary

Lowe Publishing Company, *Indi*
Games and Activities

Frank Richards, *Jobs from "A*

- 5 - Learns alphabetizing as it pertains to dictionary and telephone directory use

of at least 10 words with initial
he student will alphabetize them with

of at least 10 - 15 words with the
ame, the student will alphabetize
cy.

will locate 10 sight words in the
accuracy.

will locate in a simple dictionary
of 10 words selected from the Dolch

will indicate understanding of 5 words
onary by using those words in a
curacy.

Chalkboard Relays: Divide class or group into teams. Give each student a dictionary. The task is to write in alphabetical order, one word for each letter of the alphabet. Variation: Teacher chooses a letter such as "a Students must alphabetize by the second letter. Team who has the most "a" words in alphabetical order within a time limit wins.

Telephone Book and Dictionary Drills

Lowe Publishing Company, Individualized Reading Instructio Games and Activities

Frank Richards, Jobs from "A" to "Z"

JR5.6 Given a local telephone directory, the student will locate the number of the following agencies: hospital, police department, fire station, grocery store, without error.

JR5.7 Given a list of at least 10 names of friends or relatives listed in the local directory, the student will locate the correct numbers with 90% accuracy.

telephone directory, the student
of the following agencies:
tment, fire station, grocery store,

f at least 10 names of friends or
e local directory, the student will
bers with 90% accuracy.

Junior High Reading - 6 - Reads for protection and direction

JR6.1 The student will read with comprehension at least 50 words or phrases relating to protection and direction (see Functional Words in Appendix A).

JR6.2 Given written instructions for completion of a class assignment on his independent reading level, the student will complete the assignment following the correct procedure 90% of the time.

JR6.3 Given labels for clothing, food containers, household or garden chemicals, etc., the student will identify the label and state what it means to the teacher's satisfaction.

JR6.4 Given a set of directions on his independent reading level (e.g. for a recipe, constructing a model, sewing a dress, repairing a simple machine), the student will follow the correct procedures for the completion of the task to the satisfaction of the teacher.

Take slides of community sig

Make bulletin boards using c
classified ads, etc.

Make flash cards using more

Let students pick a phrase
it would be found, what it m

Observe students while rea
Give more support and instru
difficulty in this area. Fi
instructions for them to sta

Make instructions sheets fo
"experiments." Simplify ins
necessary.

Make crossword puzzles and w

Barnell-Loft, Following Dire

6 - Reads for protection and direction

l read with comprehension at least
lating to protection and direction
in Appendix A).

nstructions for completion of a
s independent reading level, the
the assignment following the
of the time.

r clothing, food containers,
emicals, etc., the student will
state what it means to the
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directions on his independent reading
pe, constructing a model, sewing
imple machine), the student will
cedures for the completion of the
on of the teacher.

Take slides of community signs

Make bulletin boards using common labels, words from classified ads, etc.

Make flash cards using more difficult words.

Let students pick a phrase from cards and tell where it would be found, what it means, why its important, etc.

Observe students while reading and following instructions. Give more support and instruction to those who have difficulty in this area. Find or write easier, more simple instructions for them to start with.

Make instructions sheets for craft project science "experiments." Simplify instruction for recipes if necessary.

Make crossword puzzles and word hunts.

Barnell-Loft, Following Directions

Junior High Reading - 7 - Has a vocational sight vocabulary

JR7.1 The student will read at least 50 words or phrases relating to vocations in the areas of auto repair, food service, domestic service, child care, farm service, wood working, plumbing, and other general vocationally related words (See Vocationally Related Words in Appendix A).	While studying specific voca lessons as the need arises. used in conjunction with oth objectives. (See JR6).

Junior High Reading - 8 - Reads a variety of materials for living (See JV13)

JR8.1 Following discussion of the purpose of newspapers and magazines the student will locate and read news items, sporting events, weather, television schedules, entertainment want ads, etc. to the satisfaction of the teacher. (see JV13)	Provide newspaper magazines during "free" time. Discuss can be found in newspapers. Catalogs - Discuss why catal Chalkboard Relays - Divide c each team a catalog. Have t kinds of things as they can. can find the most expensive Give students the task of sp equipment, school clothes, e Let students make menus Make menus for students - Di Appetizer, Beverages, Dessert
JR8.2 Provided with a variety of newspapers and magazines, the student will demonstrate ability to use magazines and newspapers as a resource for reading arithmetic, social studies, sports, ideas for stories, etc. to the satisfaction of the teacher. (See JV13)	
JR8.3 The student will demonstrate to the teacher's satisfaction his ability to read menus by placing food orders in simulated or real situations.	

7 - Has a vocational sight vocabulary

ll read at least 50 words or phrases
in the areas of auto repair, food
vice, child care, farm service, wood
other general vocationally related
y Related Words in Appendix A).

While studying specific vocational areas, make vocabulary lessons as the need arises. This objective should be used in conjunction with other voactionally related objectives. (See JR6).

8 - Reads a variety of materials for living (See JV13)

ssion of the purpose of newspapers
dent will locate and read news items,
er, television schedules, entertainment
satisfaction of the teacher.

a variety of newspapers and magazines,
nstrate ability to use magazines and
rce for reading arithmetic, social
for stories, etc. to the satisfaction
V13)

l demonstrate to the teacher's
ty to read menus by placing food
real situations.

Provide newspaper magazines for students to brouse through during "free" time. Discuss the kinds of information that can be found in newspapers. Have newspaper drills.

Catalogs - Discuss why catalogs are convenient.

Chalkboard Relays - Divide class into two teams. Give each team a catalog. Have them list as many different kinds of things as they can. Variation: See which team can find the most expensive item within a time limit.

Give students the task of spending $100.00 for camping equipment, school clothes, etc.

Let students make menus

Make menus for students - Discuss A La Carte, Entre, Appetizer, Beverages, Dessert, Hors d'oeuvre, etc.

JR8.4 The student will read catalogs and fill in order blanks including size, price, tax, and postage for imaginary ordering (such as clothing or Christmas presents) to the satisfaction of the teacher.	Xerox, You and Your World, New Readers Press, News For

will read catalogs and fill in order ze, price, tax, and postage for (such as clothing or Christmas tisfaction of the teacher.	Xerox, You and Your World, Know Your World New Readers Press, News For You
54	55

Junior High Reading - 9 - Reads a variety of materials for enjoyment

JR9.1 In a "free time" stiuation,the student will choose some reading material such as books or magazines twice in a six-week period.	Set up a shelf or a section o low level reading materials, When students are finished wi reading section as one activi rest of the period. Provide a time when students with the class. ------------------------------ Xerox: Pals Paperbacks, Know Pacemaker Story Books, Class Scholastic Book Services: Act
JR9.2 After independent reading either at home or at school, the student will voluntarily share something he has read with the teacher, class or classmate once in a six-weeks period.	

Junior High Reading - 10 - Can express an opinion concerning written material

JR10.1 After reading a selection of material at his independent reading level, either of his own choosing or the teacher's, the student will express either a positive or negative opinion and explain why he feels the way he does to the satisfaction of the teacher.	See JL3 and JR9 ------------------------------ Scholastic Book Services Ac

BASIC SKILLS
JUNIOR HIGH
READING: APPRECIATION

9 - Reads a variety of materials for enjoyment

e" stiuation,the student will
aterial such as books or magazines
eriod.

ent reading either at home or at
ill voluntarily share something
teacher, class or classmate once
.

Set up a shelf or a section of the room with interesting low level reading materials, magazines and newspapers.

When students are finished with assignment offer the reading section as one activity they may choose for the rest of the period.

Provide a time when students can share what they've read with the class.

Xerox: Pals Paperbacks, Know your World - Fearon Publishers
Pacemaker Story Books, Classics, and True Adventures
Scholastic Book Services: Action Libraries

10 - Can express an opinion concerning written material

a selection of material at his
evel, either of his own choosing or
dent will express either a
pinion and explain why he feels
satisfaction of the teacher.

See JL3 and JR9

Scholastic Book Servicess Action Kit - Unit Workbooks

WRITING

Junior High Writing - 1 - Writes, in a clear, legible cursive writing

JW1.1 The student will write cursively in all assigned tasks unless otherwise specified.	Observe students writing in some students have a particul the Intermediate level for mo
JW1.2 The student will write legibly enough that the teacher and at least two others (other teachers, principal, students etc.) can read his writing without difficulty.	

WRITING

l - Writes in a clear, legible cursive writing	
ll write cursively in all assigned specified.	Observe students writing in everyday exercises. If some students have a particular deficit in this skill see the Intermediate level for more specific objectives.
ll write legibly enough that the wo others (other teachers, c.) can read his writing without	

Junior High Writing - 2 - Uses adequate punctuation, capitalization, and common abbreviatio

JW2.1 When writing sentences, the student will place proper punctuation marks at the end of the sentences with 90% accuracy.

JW2.2 When writing dates, series of names or words, names of cities, and states, the student will place the commas in the proper positions with 80% accuracy. (See JV19.3)

JW2.3 The student will begin each sentence with a capital letter with 90% accuracy.

JW2.4 When presented with a paragraph with capitalization omitted from names, and titles, months, days of week, city, state, the student will correct it with 80% accuracy.

JW2.5 The student will use the proper abbreviations when writing the months, days of the week, familiar states, and United States of America, with 90% accuracy. (See JA(T)6, JV19)

End Punctuation: Observe stu
work noting punctuation at th
students have a deficit in th
level.
Commas and Capitalization:
newspapers (News For You,You
etc.) Instruct them to circ
Discuss why either was used
lessons.
Abbreviations: At the same
are taught, teach the abbrev
matching exercises like conce
Have students "decode" abbrev
ads. Have a chalkboard rela
many abbreviations as they c

Love Publication Company, Inc
Instruction - Games & Activit

BASIC SKILLS
JUNIOR HIGH
WRITING

2 - Uses adequate punctuation, capitalization, and common abbreviations for his needs

sentences, the student will place rks at the end of the sentences	End Punctuation: Observe students writing in everyday work noting punctuation at the ends of sentences. If students have a deficit in this area see the Intermediate level. Commas and Capitalization: Give students paragraphs from newspapers (News For You,You and your world, know your worl etc.) Instruct them to circle commas or capital letters. Discuss why either was used in each case. Make recorded lessons. Abbreviations: At the same time the spelling of these word are taught, teach the abbreviations as spelling words. Use matching exercises like concentration. Make recorded lesso Have students "decode" abbreviations used in classified ads. Have a chalkboard relay in which students write as many abbreviations as they can within a time limit.
dates, series of names or words, states, the student will place the positions with 80% accuracy.	
ill begin each sentence with a 0% accuracy.	
d with a paragraph with d from names, and titles, months, tate, the student will correct it	Love Publication Company, Individualized Reading Instruction - Games & Activities
ill use the proper abbreviations hs, days of the week, familiar ates of America, with 90% accuracy.	

Junior High Writing - 3 - Learns to spell essential words encountered in all curriculum areas

JW3.1 When beginning a written assignment, the student will correctly spell all words required in heading his paper (e.g. subject name, his first and last name, the date, the instructor's name, grade or period, etc.) without error.	Use crossword puzzles, word hu teaching sight vocabulary.
JW3.2 The student will correctly spell and write 50% of his sight vocabulary words which may include words from his curriculum areas and unit activities.	

Junior High Writing - 4 - Uses phonetic and structural skills in spelling

JW4.1 When encounting a word he does not know how to spell, the student will use phonetic skills in attempting to spell the word 80% of the time. (e.g. initial and final consonants, blends, diagraphs, long and short vowels, dipthongs, silent letters, etc. See Intermediate Reading -4- and Junior High Reading 2)	Give students spelling lessons particular skills. Make recor majority of the students lack.

- Learns to spell essential words encountered in all curriculum areas and unit activities

written assignment, the student
words required in heading his
, his first and last name, the
ame, grade or period, etc.) without

Use crossword puzzles, word hunts, etc. See activities for teaching sight vocabulary.

correctly spell and write 50%
words which may include words from
unit activities.

- Uses phonetic and structural skills in spelling

a word he does not know
t will use phonetic skills
he word 80% of the time.
consonants, blends, diagraphs,
ipthongs, silent letters, etc.
-4- and Junior High Reading 2)

62

Give students spelling lessons that emphasize these particular skills. Make recorded lessons for skills that a majority of the students lack.

63

JW4.2 When encountering a word he does not know how to spell, the student will use structural analysis to spell the word 80% of the time. (e.g. plurals, compound words, prefixes and suffixes, past tenses, possessives, contractions, syllabication, etc. See Intermediate Reading - 5 - and Junior High Reading - 3)

Junior High Writing - 5 - Understands the meaning and use of words he writes

JW5.1 Given words from his basic vocabulary the student will state their meaning and use them correctly in a sentence, 90% of the time.

If the teacher observes stud
words, these should be point

JW5.2 Given an incomplete story, the student will provide the ending, spelling words correctly and showing proper meaning of the words in his solution, to the teacher's satisfaction.

ing a word he does not know how will use structural analysis to the time. (e.g. plurals, compound ffixes, past tenses, possessives, ation, etc. See Intermediate or High Reading - 3)

5 - Understands the meaning and use of words he writes

om his basic vocabulary the student ng and use them correctly in a ime.

If the teacher observes students misusing basic vocabulary words, these should be pointed out and discussed.

lete story, the student will provide rds correctly and showing proper his solution, to the teacher's

Junior High Writing - 6 - Can write a paragraph

JW6.1 The student will state the meaning of "paragraph" to the satisfaction of the teacher.	Discuss the meaning and purpose students examples of good parag good.) Give students two dist run together. Let them decide Teach paragraph writing through sentences such as: Everyone sh job interview;It is important plants are poisonous to touch;
JW6.2 Given a topic sentence, the student will correctly write a paragraph containing three to five sentences to the teacher's satisfaction.	

Junior High Writing - 7 - Uses writing as a form of response

JW7.1 Given a written test involving completions, true and false, essay, and multiple choice items, the student will respond correctly to the appropriate item with 90% accuracy.	Observe students while performi seem to understand a particular and discuss the problem. Befor a few examples of the types of Make it a point to give student during testing situations. See JW6
JW7.2 After reading a story or a poem, the student will write a brief summary of that story or poem to the teacher's satisfaction.	

- Can write a paragraph

state the meaning of "paragraph" he teacher.	Discuss the meaning and purpose of a paragraph. (Give students examples of good paragraphs and discuss why they ar good.) Give students two distinct paragraphs that have been run together. Let them decide where the division should be. Teach paragraph writing through content areas. Give topic sentences such as: Everyone should know how to dress for a job interview;It is important to learn to be on time; Some plants are poisonous to touch; etc.
ntence, the student will correctly ning three to five sentences ction.	

- Uses writing as a form of response

test involving completions, true ltiple choice items, the student o the appropriate item with 90%	Observe students while performing on tests. If they don't seem to understand a particular form of test response stop and discuss the problem. Before giving a test give students a few examples of the types of questions they should expect. Make it a point to give students a variety of ways to respon during testing situations. See JW6
story or a poem, the student will that story or poem to the teacher's 66	67

Junior High Writing - 8 - Writes a simple business letter. (See Intermediate Writing - 8 - W

JW8.1 The student will address 3 envelopes for friendly and/or business letters with no more than 1 error per envelope.

JW8.2 The student will write one each of the following business letters using proper form in punctuation, and spelling: 1) Complaint, 2) for information, 3) to order.

Have the students order free o
in magazines and comic books.
situations that would require
complaint. (See IW8)

- Writes a simple business letter. (See Intermediate Writing - 8 - Writes a simple friendly letter)

address 3 envelopes for friendly
with no more than 1 error per

write one each of the following
roper form in punctuation, and
2) for information, 3) to

Have the students order free or inexpensive items advertized in magazines and comic books. Give the students simulated situations that would require writing for information or complaint. (See IW8)

ARITHMETIC

Terminal Objective

The EMR learner will demonstrate functional arithmetic skills necessary for practical indep

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Junior High Arithmetic (Facts) - 1 - Has a vocationally related arithmetic sight vocabulary

---

JA1.1 The student will correctly read and explain the meaning of at least 25 of the following words:

add
average
balance
borrow
check
checking
coins
cost
credit
cup
currency
debit
deposit
divide
endorsement
expenses
finance
foot
gallon
inch
income
interest
less
loan
meter
more
multiply
number
o'clock
per
percent
price
quantity
quart
rate
savings
service charge
signature
statement
subtotal
sum
tablespoon
tax
teaspoon
total
unit
withdrawal

These words are not intended
isolated lesson. They are me
in conjunciton with other les
off throughout the year.

Employ techniques used for te
vocabulary and spelling such
and Word Hunts.

Junior High Arithmetic (Facts) - 2 - Writes number words (See JW3)

JA2.1 The student will write any number word one through one hundred with 90% accuracy.

Make crossword puzzles with n
students make their own and t

Give numbers scrambled and ha
scramble them.

Spelling bees with number wor

ARITHMETIC

Terminal Objective

demonstrate functional arithmetic skills necessary for practical independent living in society

---

ic (Facts) - 1 - Has a vocationally related arithmetic sight vocabulary

---

ill correctly read and explain the
25 of the following words:

more
multiply
nt number
o'clock
per
percent
price
quantity
quart
rate
savings
service charge

signature
statement
subtotal
sum
tablespoon
tax
teaspoon
total
unit
withdrawal

These words are not intended to be taught as an isolated lesson. They are meant to be covered in conjunciton with other lessons and checked off throughout the year.

Employ techniques used for teaching sight vocabulary and spelling such as crossword puzzles and Word Hunts.

---

ic (Facts) - 2 - Writes number words (See JW3)

---

ill write any number word one through
accuracy.

Make crossword puzzles with number words. Let the students make their own and trade with each other.

Give numbers scrambled and have the students unscramble them.

Spelling bees with number words.

BASIC SKILLS
JUNIOR HIGH
ARITHMETIC: FACTS AND PROCESSES

Practice spelling words by having each student give one letter of a number word. Spell the numbers consecutively. First student says "O", next says "N" next says, "E", next says "T", next says "W", next says"O", etc. If a person misses he is out. Divide class into two teams. The first team with three out loses.

Number Scrabble-- Place small paper squares with numbers on them in a box or can. ,etc. Students draw out four cumbers each. Then in turn they spell their numbers on a blank grid following scrabble rules. For scoring, assign a numerical value for each letter of the alphabet and have students add up their scores at the end of each turn.

Pruett Pub. Co., Mathematics In Living, Bk. 3, Banking, pp. 43-48, 88-89

Junior Hign Arithmetic (Facts) - 3 - Knows number place value and can read and write numbers

JA3.1 Given items representing thousands, hundreds, tens, and units and given any 10 numbers from one to one thousand, the student will manipulate the items to show the stated number with 90% accuracy.

JA3.2 Given items representing a thousand, hundreds, tens and units, and given a number of units, tens, and hundreds orally, the student will write the number thus represented with 90% accuracy.

JA3.3 Given any number orally from 1 - 1,000, the student will write the number correctly 90% of the time.

JA3.4 Given any written number 1 - 1,000, the student will read the number correctly 90% of the time.

For items to represent thousan
and units, use strips of paper
that are four shades of one co
units, light blue for tens, me
hundreds, and dark blue for th
be a lesson in mixing colors.)
is use thin strips for ones an
for the higher numbers. Write
words on each strip.

Divide the class into two team
a set of strips or sticks as d
Give each member of each team
The first team to have their n
represented in terms of place

If a student has difficulty re
cover all but the units place
it. Continue revealing one pl
the problem area is isolated a

: (Facts) - 3 - Knows number place value and can read and write numbers to one thousand.

resenting thousands, hundreds, tens, y 10 numbers from one to one will manipulate the items to show 90% accuracy.

resenting a thousand, hundreds, tens number of units, tens, and hundreds ll write the number thus represented

r orally from 1 - 1,000, the student correctly 90% of the time.

en number 1 - 1,000, the student orrectly 90% of the time.

For items to represent thousands, hundreds, tens and units, use strips of paper or popsicle sticks that are four shades of one color--use white for units, light blue for tens, medium blue for hundreds, and dark blue for thousands. (This could be a lesson in mixing colors.) Another suggestion is use thin strips for ones and widen the strips for the higher numbers. Write the appropriate words on each strip.

Divide the class into two teams. Give each team a set of strips or sticks as described above. Give each member of each team a number on a card. The first team to have their numbers correctly represented in terms of place value wins.

If a student has difficulty reading a large number, cover all but the units place and ask him to name it. Continue revealing one place at a time until the problem area is isolated and can be explained.

Junior High Arithmetic (Facts) - 4 - Expands addition and subtraction skills

JA4.1 Given 10 addition problems consisting of 3 or more 3-digit addends requiring carrying, the student will solve at least 8 of the problems.

JA4.2 Given 10 subtraction problems using numbers with 3 or more digits requiring borrowing at least once in each problem, the student will solve at least 8 of the 10 problems.

JA4.3 Given 10 addition or subtraction problems involving money, the student will place decimals and dollar signs without error.

Use place value concepts to ex

Explain that there are 2 rules
put a number higher than 9 in
2) you can put only 1 number i

Use pennies and dimes to expla

Explain that when the number o
than the one on the bottom, yo

Give students several subtract
without actually working them,
to determine whether or not bo
involved. It is a good idea t
practice of having students wr
beside each subtraction proble
necessity for borrowing.

In all addition and subtractio
problems with decimals and dol

Continually emphasize the prac
of addition and subtraction.
of this should be kept to a mi

Use chalkboard relays and rac

Arithmetic Squares, Arithmeti
Dominoes, Concentration, etc.

Love Pub. Co., Individualized

(Facts) - 4 - Expands addition and subtraction skills

on problems consisting of 3 or more
ing carrying, the student will solve
lems.

ction problems using numbers with 3
ng borrowing at least once in each
ill solve at least 8 of the 10

on or subtraction problems involving
l place decimals and dollar signs

Use place value concepts to explain carrying.

Explain that there are 2 rules: 1) You can't put a number higher than 9 in any column and 2) you can put only 1 number in each column.

Use pennies and dimes to explain borrowing.

Explain that when the number on top is smaller than the one on the bottom, you must borrow.

Give students several subtraction problems and without actually working them, the students are to determine whether or not borrowing will be involved. It is a good idea to continue the practice of having students write "yes" or "no" beside each subtraction problem to indicate the necessity for borrowing.

In all addition and subtraction drills include problems with decimals and dollar signs.

Continually emphasize the practical application of addition and subtraction. Drill in isolation of this should be kept to a minimum. (See JC7)

Use chalkboard relays and races for drill.

Arithmetic Squares, Arithmetic Circles, Arithmetic Dominoes, Concentration, etc. (See Appendix B)

Love Pub. Co., Individualized Arithmetic Instruction

Junior High Arithmetic (Facts) - 5 - Expands multiplication and division skills.

JA5.1 The student will multiply with the help of manipulative materials, any two numbers up to 10 X 10 with 90% accuracy.

JA5.2 With the help of manipulative materials, the student will divide any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

JA5.3 The student will multiply by rote any two numbers up to 10 X 10 with 90% accuracy.

JA5.4 The student will divide by rote any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

JA5.5 Given ten multiplication problems involving a two or more digit times a one digit number and requiring carrying, the student will correctly multiply at least eight of the problems.

JA5.6 The student will divide any 10 two or three digit number by any one digit number when the quotient is a whole number, with 80% accuracy.

JA5.7 Given ten division problems with divisors to 10 and involving a remainder, the student will correctly divide eight of the problems.

Play a card game in the sty
make pairs, the student mus
a multiplication fact with
a rummy game in which 3 or
matched, add the answer spe
multiplication fact that yi
For example: 2 X 6, 3 X 4,
twelve, etc.

Multiplication Squares, Ari
Arithmetic Squares, Arithme
Dominoes, Concentration, et

Love Pub. Co., Individualiz
Arithmetic Drill Sheets

(Facts) - 5 - Expands multiplication and division skills.

multiply with the help of manipulative ers up to 10 X 10 with 90% accuracy.	Play a card game in the style of Go Fish. To make pairs, the student must match a card with a multiplication fact with its answer. To make a rummy game in which 3 or 4 cards can be matched, add the answer spelled out, or another multiplication fact that yields the same answer. For example: 2 X 6, 3 X 4, 12, or 3 X 4, 12, twelve, etc.
manipulative materials, the student up to 90 by any number up to 10 when e digit number, with 80% accuracy.	
multiply by rote any two numbers up to cy.	Multiplication Squares, Arithmetic Circles, Arithmetic Squares, Arithmetic Codes, Arithmetic Dominoes, Concentration, etc. (See Appendix B)
divide by rote any number up to 90 by n the quotient is a single digit number	Love Pub. Co., Individualized Arithmetic Instruction Arithmetic Drill Sheets
lication problems involving a two or digit number and requiring carrying, the multiply at least eight of the problems.	
divide any 10 two or three digit number when the quotient is a whole number,	
ion problems with divisors to 10 and in- e student will correctly divide eight of	

Junior High Arithmetic (Facts) - 6 - Uses functional arithemtic in other curriculum and voc

JA6.1 Given word problems in other curriculum areas (e.g. figuring the number of days between two holidays, the number of baseball teams in four classes, the number of pages left in a chapter of a book, etc.), the student will use the correct process 80% of the time.	Whenever possible, include ari in other curriculum areas. Al current studies in the math c
JA6.2 Given actual or simulated situations involving word problems in two or more of the following vocational areas cooking, sewing, carpentry, farming, plumbing, maintenance, gas station attendent, waiting, or domestic services, the student will solve the problem correctly 75 % of the time. e.g. figuring cost, figuring lengths of fabric, wood, pipe or other materials for more than one project, figuring the number of acres needed for a given yield, etc.	

c (Facts) - 6 - Uses functional arithemtic in other curriculum and vocational areas.

blems in other curriculum areas
mber of days between two holidays,
l teams in four classes, the number
apter of a book, etc.), the student
process 80% of the time.

r simulated situations involving word
re of the following vocational areas
entry, farming, plumbing, maintenance,
, waiting, or domestic services, the
e problem correctly 75 % of the time.
iguring lengths of fabric, wood,
ls for more than one project, figuring
eeded for a given yield, etc.

Whenever possible, include arithmetic problems in other curriculum areas. Also coordinate current studies in the math curriculum.

Junior High Arithmetic (Facts) - 5 - Expands multiplication and division skills.

JA5.1 The student will multiply with the help of manipulative materials, any two numbers up to 10 X 10 with 90% accuracy.

JA5.2 With the help of manipulative materials, the student will divide any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

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JA5.5 Given ten multiplication problems involving a two or more digit times a one digit number and requiring carrying, the student will correctly multiply at least eight of the problems.

JA5.6 The student will divide any 10 two or three digit number by any one digit number when the quotient is a whole number, with 80% accuracy.

JA5.7 Given ten division problems with divisors to 10 and involving a remainder, the student will correctly divide eight of the problems.

Play a card game in the sty
make pairs, the student mus
a multiplication fact with
a rummy game in which 3 or
matched, add the answer spe
multiplication fact that yi
For example: 2 X 6, 3 X 4,
twelve, etc.

Multiplication Squares, Ari
Arithmetic Squares, Arithme
Dominoes, Concentration, et

Love Pub. Co., Individualiz
Arithmetic Drill Sheets

(Facts) - 5 - Expands multiplication and division skills.

	D
l multiply with the help of manipulative bers up to 10 X 10 with 90% accuracy.	Play a card game in the style of Go Fish. To make pairs, the student must match a card with a multiplication fact with its answer. To make a rummy game in which 3 or 4 cards can be matched, add the answer spelled out, or another multiplication fact that yields the same answer. For example: 2 X 6, 3 X 4, 12, or 3 X 4, 12, twelve, etc.
f manipulative materials, the student up to 90 by any number up to 10 when le digit number, with 80% accuracy.	
multiply by rote any two numbers up to cy.	Multiplication Squares, Arithmetic Circles, Arithmetic Squares, Arithmetic Codes, Arithmetic Dominoes, Concentration, etc. (See Appendix B)
divide by rote any number up to 90 by n the quotient is a single digit number	Love Pub. Co., Individualized Arithmetic Instruction Arithmetic Drill Sheets
lication problems involving a two or digit number and requiring carrying, the multiply at least eight of the problems.	
divide any 10 two or three digit number when the quotient is a whole number,	
on problems with divisors to 10 and in- student will correctly divide eight of	

Junior High Arithmetic (Facts) - 6 - Uses functional arithemtic in other curriculum and vo

JA6.1 Given word problems in other curriculum areas (e.g. figuring the number of days between two holidays, the number of baseball teams in four classes, the number of pages left in a chapter of a book, etc.), the student will use the correct process 80% of the time.	Whenever possible, include ar in other curriculum areas. A current studies in the math
JA6.2 Given actual or simulated situations involving word problems in two or more of the following vocational areas cooking, sewing, carpentry, farming, plumbing, maintenance, gas station attendent, waiting, or domestic services, the student will solve the problem correctly 75 % of the time. e.g. figuring cost, figuring lengths of fabric, wood, pipe or other materials for more than one project, figuring the number of acres needed for a given yield, etc.	

(Facts) - 6 - Uses functional arithemtic in other curriculum and vocational areas.

lems in other curriculum areas ber of days between two holidays, teams in four classes, the number pter of a book, etc.), the student rocess 80% of the time.	Whenever possible, include arithmetic problems in other curriculum areas. Also coordinate current studies in the math curriculum.
simulated situations involving word e of the following vocational areas ntry, farming, plumbing, maintenance, waiting, or domestic services, the problem correctly 75 % of the time. guring lengths of fabric, wood, s for more than one project, figuring eded for a given yield, etc.	

MONEY

Junior High Arithmetic (Money) - 1 - Counts money and makes change

JA(M)1.1 Presented with a group of bills (ones, tens fives, and twenties), the student will count out a specified amount of dollars (not to exceed $50.00) with 90% accuracy.

JA(M)1.2 Given objects arbitrarily labeled with prices up to $50.00, and given the necessary bills and coins, the student will buy at least 10 items with exact change for each item with 90% accuracy.

JA(M)1.3 Given one, five, and ten dollar bills, and given any dollar amount up to $20.00, the student will make change from $20.00 with 90% accuracy.

JA(M)1.4 Given the necessary coins and bills and given any amount up to $20.00, the student will count change from $20.00 with 90% accuracy.

Let students pick items from c
would like to buy and have the
correct amount of money for th

Use the grocery section of the
Have students pick out 10 item
the change from $50.00.

Use subtraction only as a mear
answers. Students chould not
subtraction for making change.

Beginning skills in making cha
the Intermediate level --IA(M)

DLM--Shopping Lists Games, C
Games, Coin and Bills, and

MONEY

(Money) - 1 - Counts money and makes change

th a group of bills (ones, tens
the student will count out a specified
to exceed $50.00) with 90% accuracy.

ts arbitrarily labeled with prices
en the necessary bills and coins, the
east 10 items with exact change for
curacy.

five and ten dollar bills, and given
to $20.00, the student will make
th 90% accuracy.

ecessary coins and bills and given
00, the student will count change
accuracy.

Let students pick items from catalogs they would like to buy and have them count out the correct amount of money for those items.

Use the grocery section of the newspaper. Have students pick out 10 items and tell the change from $50.00.

Use subtraction only as a means to check answers. Students chould not depend on subtraction for making change.

Beginning skills in making change are found in the Intermediate level --IA(M)4.3 and IA(M)4.4.

DLM--Shopping Lists Games, Coin Puzzles, Money Games, Coin and Bills, and Coin Stamps.

Junior High Arithmetic (Money) - 2 - Is aware of services banks render

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JA(M)2.1 Following discussion on services that the bank renders, the student will state three services of a bank.

JA(M)2.2 The student will explain the primary difference between a bank and a savings and loan association. (e.g. bank offers checking, savings and loans whereas saving and loan offers only savings and loan.)

JA(M)2.3 When asked why savings accounts are needed, the student will state one reason to the teacher's satisfaction.

JA(M)2.4 The student will explain 2 advantages and 2 disadvantages of checking accounts. (e.g. Advantage: cancelled checks provide receipts, cash is more likely to be stolen than checks, if a check book is lost or stolen payment can be stopped on all checks that might be written illegally. Disadvantages: Mistakes in arithmetic can couse trouble, not everyone accepts checks, when you're out of town it particularly is difficult to use checks, service charges.)

JA(M)2.5 When asked where a person can go to borrow money, the student will state three places such as loan company, bank, savings and loan, credit union, friends and relatives.

List on the board services a b
responses form students

Make up paragraphs on people w
money for various reasons.

Have students determine whethe
checking or savings account

Discuss differences between a
and loan institution. Visit

Discuss what students would l
money for. Write their ideas
Determine long and short range
would require savings. Ultima
savings accounts are for. Hav
think of emergencies for which
savings accounts.

Have students do a series of 5
checks them and checks errors.
happen if these errors were ma
account.

Loans--List on the board items
between $250.00 and 4-5 thousa
students tell where they would
Discuss their decisions in ter
availability of credit.

Invite someone from a lending
credit ratings and cost of cr
students fill out an applicat

(Money) - 2 - Is aware of services banks render

scussion on services that the ent will state three services	List on the board services a bank renders from responses form students Make up paragraphs on people who want to deposit money for various reasons.
vill explain the primary difference avings and loan association. king, savings and loans whereas .only savings and loan.)	Have students determine whether they would use a checking or savings account Discuss differences between a bank and savings and loan institution. Visit each.
ny savings accounts are needed, the reason to the teacher's	Discuss what students would like to spend their money for. Write their ideas on the board. Determine long and short range goals and which would require savings. Ultimately getting to what savings accounts are for. Have students try to think of emergencies for which they would need savings accounts.
will explain 2 advantages and 2 ing accounts. (e.g. Advantage: de receipts, cash is more likely to if a check book is lost or stolen on all checks that might be sadvantages: Mistakes in arithmetic everyone accepts checks, when particularly is difficult to use s.)	Have students do a series of 5 checks. Teacher checks them and checks errors. Discuss what would happen if these errors were made in a real checking account. Loans--List on the board items what would cost between $250.00 and 4-5 thousand dollars. Have students tell where they would go for the money. Discuss their decisions in terms of cost and availability of credit.
here a person can go to borrow money, three places such as loan company, , credit union, friends and relatives.	Invite someone from a lending institution to discuss credit ratings and cost of credit with class. Let students fill out an application for a loan and

JA(M)2.6 The student will give one advantage and one disadvantage of borrowing from: (1) a loan company rather than a bank (2) a bank rather than friends (3) a credit union rather than a bank.

JA(M)2.7 The student will define the term "loan shark" and explain how they operate and how and why he should avoid them to the satisfaction of the teacher.

JA(M)2.8 In a role playing situation, the student will apply for a loan form a bank to the teacher's satisfaction.

have the visitor choose one
loan.

FR--Your Savings Account
Mathematics in Living , Bk
Institute of Life Insurance
Future.

t will give one advantage and one rowing from: (1) a loan company rather nk rather than friends (3) a credit bank.	have the visitor choose one to interview for a loan.
t will define the term "loan shark" operate and how and why he should atisfaction of the teacher.	FR--Your Savings Account Prueth Pub. Co., Mathematics in Living, Bk 3, Banking Institute of Life Insurance, A Date With Your Future.
playing situation, the student will rm a bank to the teacher's satisfaction.	

Junior High Arithmetic (Money) - 3 - Can maintain checking and savings accounts

JA(M)3.1 The student will define terms involved in checking and sacings as they are presented to the satisfaciton of the teacher. (e.g. deposit, currency, coin, check, check stub, balance, signature, endorsement, interest, service charge, statement, withdrawl, etc. See JA1.1)

JA(M)3.2 The student will identify and complete checks, check stubs, deposit slips, and signature cards to the satisfaction of the teacher. (See JA1, JA2 and JA3)

JA(M)3.3 Given all the necessary information, the student will maintain a checkbook of at least 5 checks and 2 deposits to the satisfaciton of the teacher.

JA(M)3.4 The student will define "endorsement" and explain when it is necessary and in a simulated situation endorse a check to the satisfaction of the teacher.

JA(M)3.5 The student will explain the caution to be used concerning an endorsed check to the satisfaction of the teacher. (e.g. once endorsed anyone can cash it.)

JA(M)3.6 The student will explain the use of "For Deposit Only" as part of an endorsement to the satisfaciton of the teacher.

Discuss meanings of terms a
discussion and reading. Af
been discussed, open the cl
drill on the meanings. Mak
with terms and definitions.

Make a banking packet for e
him fill out all forms invo
account. (See JA(M)2)

Discuss what endorsement me
happen if you lost an endor

Discuss service sharges. M
with only checks and servic
when students are confident
the statement.

Provide reconcilliation she
ballance their statements.
See JA(M)3 for other saving

FR--Getting Ready For Pay D
Pruett Pub. Co., Mathemati
and Budgets and Bk 3, Banki

ic (Money) - 3 - Can maintain checking and savings accounts

t will define terms involved in as they are presented to the eacher. (e.g. deposit, currency, tub, balance, signature, endorsement, arge, statement, withdrawl, etc.

t will identify and complete checks, slips, and signature cards to the teacher. (See JA1, JA2 and JA3)

the necessary information, the n a checkbook of at least 5 checks e satisfaciton of the teacher.

t will define "endorsement" and explain and in a simulated situation endorse faction of the teacher.

t will explain the caution to be endorsed check to the satisfaction g. once endorsed anyone can cash it.)

t will explain the use of "For Deposit endorsement to the satisfaciton of the

Discuss meanings of terms as they arise in discussion and reading. After several have been discussed, open the class daily with oral drill on the meanings. Make matching drills with terms and definitions.

Make a banking packet for each student. Have him fill out all forms involved in a checking account. (See JA(M)2)

Discuss what endorsement means and what would happen if you lost an endorsed check.

Discuss service sharges. Make out a statement with only checks and service charges. Later when students are confident, add an error to the statement.

Provide reconcilliation sheets for students to ballance their statements.
See JA(M)3 for other savings account activities.

FR--Getting Ready For Pay Day, Part I and II
Pruett Pub. Co., Mathematics in Living, Bk 2 Wages and Budgets and Bk 3, Banking.

JA(M)3.7 Given a simulated bank statement in which there is an error, and accompanying cancelled checks, the student will balance the statement to the satisfaction of the teacher.

JA(M)3.8 The student will complete all forms necessary for a savings account to the satisfaction of the teacher. (e.g. deposit slip, withdrawal, etc.)

JA(M)3.9 The student will explain the difference between a checking and a savings account to the satisfaction of the teacher. (See JC16.1)

JA(M)3.10 The student will define interest as it relates to a savings account to the satisfaction of the teacher.

ulated bank statement in which there
mpanying cancelled checks, the student
ement to the satisfaction of the

t will complete all forms necessary
to the satisfaction of the teacher.
ithdrawal, etc.)

will explain the difference between
ngs account to the satisfaction of the
)

nt will define interest as it relates
to the satisfaction of the teacher.

93

94

Junior High Arithmetic (Money) - 4 - Can compute sales tax

JA(M)4.1 Following discussions on sales tax, the student will orally describe sales tax and tell how it affects one's purchase to the teacher's satisfaction. (e.g. sales tax is a fixed percent of the retail price of what ever is purchased. It is not included in retail price but added to that price and itemized separately on your bill or sales check, thus adding to the actual cost of an item.)

JA(M)4.2 Given a sales check the student will identify the sales tax with 100% accuracy.

JA(M)4.3 Given 10 problems involving the purchasing of an item and a sales tax chart, the student will compute a 4% sales tax for items ranging in price from 10 cents to %20.00, with 90% accuracy.

JA(M)4.4 The student will name 10 items on which one pays the 4% Florida sales tax.

Discuss what sales tax is and
purpose is.

Make a sheet of several sales
students circle the sales tax.

Set up a store situation usin
student gets to be cashier un
mistake. The one who stumped
cashier.

Have students make a poster o
of which items are taxable an

Pruett Pub. Co., Mathematics
Loans, and taxes.

c (Money) - 4 - Can compute sales tax

iscussions on sales tax, the student
sales tax and tell how it affects
teacher's satisfaction. (e.g. sales
of the retail price of what ever
not included in retail price but
nd itemized separately on your bill
dding to the actual cost of an

s check the student will identify
% accuracy.

blems involving the purchasing of an
hart, the student will compute a 4%
nging in price from 10 cents to
acy.

will name 10 items on which one
les tax.

Discuss what sales tax is and what its purpose is.

Make a sheet of several sales slips. Have students circle the sales tax.

Set up a store situation using play money. A student gets to be cashier until he makes a mistake. The one who stumped him becomes the cashier.

Have students make a poster or bulletin board display of which items are taxable and which are not.

Pruett Pub. Co., Mathematics in Living, Bk 4--Credit, Loans, and taxes.

Junior High Arithmetic (Money) - 5 - Understands per cent

JA(M)5.1 The student will equate 100% to all of something 50% to half, 25% to fourth, 75% to three-fourths, without error.

JA(M)5.2 The student will convert % to a decimal and a decimal to % with 90% accuracy.

JA(M)5.3 Given 10 word problems involving simple per cent the student will solve at least 7 without error. (e.g. 1) I have $10.00 and I gave 50% of it away. How much did I give away? 2) You owe $100.00. The bank wants you to give them 10%. How much is that?)

Discuss with the class that pe
"how many out of 100".

Compare it to money. 50% mean
100 which is like 50¢ out of a
is 1/2 dollar. 25% is like a

Also compare converting a % to
money. 50% is like 50¢ that c
written .50.

Give simple problems that invo
numbers until students get the

Mention % in everyday classwor
out of 10. That's 50%

FR--Arithmetic That We Need, C

(Money) - 5 - Understands per cent

ll equate 100% to all of something th, 75% to three-fourths, without

ill convert % to a decimal and a ccuracy.

problems involving simple per cent t least 7 without error. (e.g. 1) 50% of it away. How much did I 100.00. The bank wants you to give hat?)

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Discuss with the class that per cent means "how many out of 100".

Compare it to money. 50% means 50 out of 100 which is like 50¢ out of a dollar. 50¢ is 1/2 dollar. 25% is like a quarter,etc.

Also compare converting a % to a decimal to money. 50% is like 50¢ that can also be written .50.

Give simple problems that involve even numbers until students get the idea.

Mention % in everyday classwork. John got 5 out of 10. That's 50%

FR--Arithmetic That We Need, Chapter 5

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Junior High Arithmetic (Money) - 6 - Budgets money in simulated situation on the basis of we
JC16, and JS20)

JA(M)6.1 The student will define budget as a plan for spending money to the teacher's satisfaction.

JA(M)6.2 Given a simulated situation, the student will make and keep records of a personal or family budget to the teacher's satisfaction.

JA(M)6.3 Given a budget which is more than availavle funds by no more than 10%, the student will reduce items in the budget in order to make it balance, with 90% accuracy.

Discuss what a budget is and w
important. Discuss what can h
person or a family doesn't pla
spending.

List the items that should app
budget.

Have students find out from th
how much their utilities, phon
food, etc. cost.

Make up budgeting problems. D
individual or family including
weekly salary. Describe two o
situations available within th
utilities. One of them should
to the salary described, the o
undesirable for any number of
choices of food and describe i
cost per person at several dif
Follow a similar procedure for
items. Conduct these problems
group at first. Then let stud
them individually.

Institute of Life Insurance, A
Future, Chapter 2, Follett, A
Work-You and Your Pay-Lesson
Co., Mathematics In Living, Bo
Budgets
FR---Getting Ready For Pay Day
Ahead

BASIC SKILLS
JUNIOR HIGH
ARITHMETIC: MONEY

(Money) - 6 - Budgets money in simulated situation on the basis of weekly pay (see also JC16, and JS20)

will define budget as a plan for
teacher's satisfaction.

lated situation, the student will
of a personal or family budget to
tion.

et which is more than availavle funds
he student will reduce items in the
e it balance, with 90% accuracy.

Discuss what a budget is and why it is important. Discuss what can happen if a person or a family doesn't plan their spending.

List the items that should appear on a budget.

Have students find out from their parents how much their utilities, phones, rent, food, etc. cost.

Make up budgeting problems. Describe an individual or family including a specific weekly salary. Describe two or three housing situations available within the area including utilities. One of them should be appropriate to the salary described, the others should be undesirable for any number of reasons. Give choices of food and describe it in terms of cost per person at several different stores. Follow a similar procedure for other budget items. Conduct these problems with the entire group at first. Then let students work on them individually.

Institute of Life Insurance, A Date With Your Future, Chapter 2, Follett, Accent/World of Work-You and Your Pay-Lesson 2, Pruett Pub. Co., Mathematics In Living, Book 2-Wages and Budgets
FR---Getting Ready For Pay Day, Part 3:Planning Ahead

TIME

Junior High Arithmetic (Time) - 1 - Reads Roman numerals on clock and watch faces

JA(T)1.1 Given a set of Roman and Arabic numerals representing the numbers 1 - 12, the student will match the corresponding numbers without error.

JA(T)1.2 Given two clock faces, the student will place Roman numerals I - XII and Arabic numbers 1 - 12 in their proper places on each clock without error.

JA(T)1.3 Given a set of clocks with Roman and Arabic numerals and hands indicating a time for each, the student will state the time for each clock commensurate with his ability to tell time.

Give students arithmetic pr
Roman numerals from 1 - 12
Arabic. For example:

$$\begin{array}{rcr} \text{IX} & = & 9 \\ \underline{+\text{III}} & = & \underline{+3} \\ \text{XII} & = & 12 \end{array}$$

Use matching exercises.

Have students illustrate a
clock faces showing both Ro
numerals.

Finney. Help Yourself To a
FR--Arithmetic That We Need
FR--Learning About Time --p

TIME

tic (Time) - 1 - Reads Roman numerals on clock and watch faces

et of Roman and Arabic numerals
bers 1 - 12, the student will match
umbers without error.

clock faces, the student will place
XII and Arabic numbers 1 - 12 in
on each clock without error.

et of clocks with Roman and Arabic
indicating a time for each, the
the time for each clock commensurate
tell time.

101

Give students arithmetic problems using Roman numerals from 1 - 12 instead of Arabic. For example:

$$\begin{array}{rcr} \text{IX} & = & 9 \\ +\text{III} & = & +3 \\ \hline \text{XII} & = & 12 \end{array}$$

Use matching exercises.

Have students illustrate a given time on clock faces showing both Roman and Arabic numerals.

Finney. Help Yourself To a Job , Part I pp 55-57
FR--Arithmetic That We Need --pp.15-20, 33
FR--Learning About Time --pp.34-36

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Junior High Arithmetic (Time) - 2 - Identifies time written in A.M. and P.M.

JA(T)2.1 The student will state, when asked, that the first time the hands go around the clock from 12 midnight to twelve noon is called the A.M. and the second time around from 12 noon to 12 midnight is called P.M.

JA(T)2.2 Given two sets of time (2:00 p.m. and 9:00 a.m.), the student will state the time that is earlier in at least 9 out of 10 cases.

JA(T)2.3 Given four terms: night, morning, afternoon and evening, and a time (e.g. 7:30 p.m.), the student will state at which time it occurs according to the four terms with no more than 1 error in 10 cases.

JA(T)2.4 Given two sets of times (e.g. 3:00 a.m. and 4:00 p.m.), the student will state how many hours are involved between the two times with no more than 1 error in 10 cases.

Orally give students a time tc
8 o'clock in the morning. St
8:00 a.m.

When counting hours between ti
make a check mark for each hou
etc. Then students count chec

FR--Arithmetic That We Need p
FR--Learning About Time chap
FR--Getting Along Series--Mone
Pruett Pub. Co., Mathematics i
and Budgets.

c (Time) - 2 - Identifies time written in A.M. and P.M.

will state, when asked, that the
go around the clock from 12 midnight
ed the A.M. and the second time
o 12 midnight is called P.M.

ets of time (2:00 p.m. and 9:00 a.m.),
te the time that is earlier in at
es.

terms: night, morning, afternoon
ne (e.g. 7:30 p.m.), the student
ime it occurs according to the four
n 1 error in 10 cases.

ts of times (e.g. 3:00 a.m. and
t will state how many hours are
two times with no more than 1

Orally give students a time to write such as 8 o'clock in the morning. Students must write 8:00 a.m.

When counting hours between times, have students make a check mark for each hour--3 to 4, 4 to 5, etc. Then students count check marks.

FR--Arithmetic That We Need pp. 35-40
FR--Learning About Time chapter 3 p. 8
FR--Getting Along Series--Money in the Pocket ch.I
Pruett Pub. Co., Mathematics inLiving, Book 2--Wages and Budgets.

Junior High Arithmetic (Time) - 3 - Reads time tables and schedules

JA(T)3.1 Given three time tables (e.g. school subjects, a bus timetable, and one listing a series of basket ball games), the student will demonstrate his comprehension of each by answering teacher selected questions concerning the events with 90 % accuracy.	Post school and class schedule board. As they are posted, di see if the students can follow Give each student a copy of a specific questions to determin can read it.

Junior High Arithmetic (Time) - 4 - Adds and subtracts hours and minutes

JA(T)4.1 The student will correctly solve 9 out of 10 addition problems involving whole hours.	Give students word problems th adding and subtracting hours a Problems concerning work sched schedules, etc., lend themselv activity.
JA(T)4.2 The student will correctly solve 9 out of 10 subtraction problems involving whole hours.	
JA(T)4.3 The student will convert minutes to hours and hours to minutes with 80% accuracy.	
JA(T)4.4 The student will solve 8 out of 10 addition or subtraction problems involving hours and minutes.	

c (Time) - 3 - Reads time tables and schedules

e time tables (e.g. school subjects, one listing a series of basket ball ill demonstrate his comprehension teacher selected questions concerning accuracy.	Post school and class schedules on a bulletin board. As they are posted, discuss them and see if the students can follow them. Give each student a copy of a schedule. Ask specific questions to determine if students can read it.

c (Time) - 4 - Adds and subtracts hours and minutes

will correctly solve 9 out of 10 olving whole hours.	Give students word problems that involve adding and subtracting hours and conversion. Problems concerning work schedules, bus schedules, etc., lend themselves to this activity.
will correctly solve 9 out of 10 nvolving whole hours.	
will convert minutes to hours and 80% accuracy.	
will solve 8 out of 10 addition or nvolving hours and minutes.	

Junior High Arithmetic (Time) - 5 - Writes the days of the week and months of the year (See

JA(T)5.1 The student will write the days of the week in sequence without error.

JA(T)5.2 The student will write the abbreviation of the days of the week in order without error.

JA(T)5.3 The student will write the months of the year in sequence with no more than 2 errors in spelling.

JA(T)5.4 The student will write the abbreviations of the months of the year in order with no more than 2 errors.

107

Use activities like crossword
word hunts for spelling drill.
orally practice reciting the d
as well as spelling them. Scr
spelling and the order of the
months for students to unscram

Fast Thinking Exercises--How m
write in 20 seconds. May also
or abbraviations of them.

Chalkboard Relays- Team that w
months (days) in order without
errors wins. Or have students
abbreviations.

FR--Learning About Time, pp 3

108

(Time) - 5 - Writes the days of the week and months of the year (See JW2)

will write the days of the week in
.

will write the abbreviation of the
der without error.

will write the months of the year
re than 2 errors in spelling.

will write the abbreviations of the
order with no more than 2 errors.

107

Use activities like crossword puzzles, and word hunts for spelling drill. Let students orally practice reciting the days and months as well as spelling them. Scramble the spelling and the order of the days and months for students to unscramble.

Fast Thinking Exercises--How many days can you write in 20 seconds. May also use the months or abbraviations of them.

Chalkboard Relays- Team that writes all the months (days) in order without spelling errors wins. Or have students write the abbreviations.

FR--Learning About Time , pp 37, 43

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Junior High Arithmetic (Time) - 6 - Understands the relationship of time, work and wages. (Se
JA(T)4, JV10)

JA(T)6.1 Given the number of hours worked on a job and an hourly rate, the student will determine his earnings with no more than 1 error in 10 attempts.

JA(T)6.2 Given the weekly working schedule for a job and an hourly rate, the student will determine daily weekly, and monthly wages with 90% accuracy.

JA(T)6.3 The student will state to the teacher's satisfaction that wages are usually paid by the hour and if his work day exceeds 8 hours he receives time and 1/2 for overtime.

JA(T)6.4 The student will compute overtime (time and a half) for given hourly rate with 80% accuracy.

Make up word problems involving
relationships between time work
There are many excellent commer
on the market to provide ideas
development of activities to me
objective. (See below)

If students in the class are wo
their schedules and wages for e

Pruett Publishing Co., Mathemat
Wages and Budgets
FR--Arithmetic That We Need
FR--Getting Along Series, Money
Educational Design Inc., The Wo
the Job"--lesson 9

(Time) - 6 - Understands the relationship of time, work and wages. (See JA(T)2, JA(T)3, JA(T)4, JV10)

mber of hours worked on a job and an
nt will determine his earnings with
n 10 attempts.

ekly working schedule for a job
e student will determine daily
ges with 90% accuracy.

will state to the teacher's
s are usually paid by the hour
ceeds 8 hours he receives time

will compute overtime (time and
ly rate with 80% accuracy.

Make up word problems involving the relationships between time worked and wages. There are many excellent commercial materials on the market to provide ideas for the development of activities to meet this objective. (See below)

If students in the class are working, use their schedules and wages for examples.

Pruett Publishing Co., Mathematics in Living, Book 2, Wages and Budgets
FR--Arithmetic That We Need
FR--Getting Along Series, Money in the Pocket
Educational Design Inc., The World of Work I: "On the Job"--lesson 9

MEASUREMENT

Junior High Arithmetic (Measurement) - 1 - Identifies and draws the fractional parts of o
one-third, one-fifth and one-eighth on geomet

JA(Ms)1.1 Given manipulative halves, thirds, fourths, fifths, and eighths, of 4 different geometric shapes, the student will put together the appropriate fractional parts to make a whole and tell how many parts it takes to make the whole with 100% accuracy.

JA(Ms)1.2 Provided with drawn shapes divided into halves, thirds, fourths, eighths,and fifths, the student will indicate and/or label the fractional parts of the shapes with 90% accuracy.

JA(Ms)1.3 Given drawings of 5 geometric shapes, the student will draw lines to divide the drawings into halves, fourths, eighths, thirds,fifths, with 90% accuracy.

Discuss fractional parts st
with such as money (half do
linear measure, dry and liq

Let students fold tag board
along the folds to make fla
eash is 1/4. Develope craf
illustrate fractional conce

Use objects of adult intere
For example, a Stop sign ca
eighths, a yield sign into

BASIC SKILLS
JUNIOR HIGH
ARITHMETIC: MEASUREMENT

MEASUREMENT

ic (Measurement) - 1 - Identifies and draws the fractional parts of one-half, one-fourth, one-third, one-fifth and one-eighth on geometric shapes

ipulative halves, thirds, fourths, of 4 different geometric shapes, together the appropriate fractional e and tell how many parts it takes th 100% accuracy.

with drawn shapes divided into halves, hths,and fifths, the student will l the fractional parts of the shapes

wings of 5 geometric shapes, the nes to divide the drawings into hths, thirds,fifths, with 90% accuracy.

Discuss fractional parts students are familiar with such as money (half dollars, quarters, etc.), linear measure, dry and liquid measure, etc.

Let students fold tag board into 4 strips and cut along the folds to make flash cards. Discuss that eash is 1/4. Develope craft projects that illustrate fractional concepts.

Use objects of adult interest to illustrate concepts. For example, a Stop sign can easily be divided into eighths, a yield sign into thirds, etc.

Junior High Arithmetic (Measurement) - 2 - Measures accurately using all ordinary measuring
ruler, scale, thermometer

JA(Ms)2.1 Given 10 concrete objects such as lines, string, and sticks, the student will use a ruler in determining the length of each to within 1/8" in at least 8 cases.

JA(Ms)2.2 Given 10 objects 30 centimeters or less in length and ruler marked in centimeters, the student will state length of at least 8 of the objects to the nearest centimeter.

JA(Ms)2.3 Given 10 objects of 5 or more pounds to weigh (one of which may be himself) and a scale weighing to the pound, the student will correctly weigh 9 of the 10 objects to the nearest pound.

JA(Ms)2.4 Given 10 objects weighing 5 pounds or less and a scale which weighs to the ounce, the student will give the exact weight in pounds and ounces for 3 of the objects.

JA(Ms)2.5 Given a thermometer marked to the degree, the student will give the temperature to the nearest degree 80% of the time. (See JE1 and JE2)

Make packets with measuring ta
packet should emphasize whole
then move to quarter and later
Include practice in drawing li
measuring them. Make pictures
measure the lines. (Follow si
centimeters.)

Devise arts and crafts project
must measure.

Provide bathroom scales and sc
the ounce. Put several object
to weigh. Give them a record
the weights. Let students do
When all have completed, discu
compare findings. In case of
the object and try to reach an

Place a thermometer outside.
the temperature daily and reco
IE1 and JE2)

Fearon, Measure Up
FR, Learning About Measurement
see pp. 54-55)

(Measurement) - 2 - Measures accurately using all ordinary measuring devices such as ruler, scale, thermometer

ncrete objects such as lines, string, will use a ruler in determining the in 1/8" in at least 8 cases.

bjects 30 centimeters or less in d in centimeters, the student will st 8 of the objects to the nearest

jects of 5 or more pounds to weigh imself) and a scale weighing to will correctly weigh 9 of the 10 pound.

bjects weighing 5 pounds or less and o the ounce, the student will give unds and ounces for 3 of the objects.

rmometer marked to the degree, the temperature to the nearest degree JE1 and JE2)

Make packets with measuring tasks. The first packet should emphasize whole and half inches, then move to quarter and later eighth inch exercises. Include practice in drawing lines as well as measuring them. Make pictures and have students measure the lines. (Follow similar procedure for centimeters.)

Devise arts and crafts projects in which students must measure.

Provide bathroom scales and scales that weigh to the ounce. Put several objects out for students to weigh. Give them a record sheet to write down the weights. Let students do their's individually. When all have completed, discuss as a group and compare findings. In case of a discrepency, weigh the object and try to reach an agreement.

Place a thermometer outside. Have students check the temperature daily and record on a chart. (See IE1 and JE2)

Fearon, Measure Up
FR, Learning About Measurement (For a good pretest see pp. 54-55)

Junior High Arithmetic (Measurement) - 3 - Understands and uses all ordinary units of measur
foot, pint, quart, ounce, pound, plus the usual a
these units of measure

JA(Ms)3.1 Given tasks to perform involving dry, liquid and linear measure, the student will complete the tasks using the appropriate instrument 90% of the time.

JA(Ms)3.2 The student will read the words associated with measure such as ounce, pound, quart, pint, gallon, inch, foot, yard, meter, mile, peck, bushel, with 90% accuracy.

JA(Ms)3.3 When shown the following abbreviations, the student will orally give the terms with 90% accuracy: in., ', ft., ", qt., lb.

JA(Ms)3.4 The student will spell the abbreviations of the measurement terms with 90% accuracy.

Develop "experiments" in which
measuring tools. Observe stud
they use appropriate instrumen

Observe students while working
the shop, in arts and crafts p

Describe several tasks and ask
measuring tools would be neede

Make a bulletin board of measu
add to it as each new area is

Teach measurement terms and ab
sight vocabulary with flash ca
puzzles, word hunts, etc.

FR--Learning About Measurement

(Measurement) - 3 - Understands and uses all ordinary units of measure, such as inch, foot, pint, quart, ounce, pound, plus the usual abbreviations of these units of measure

s to perform involving dry, liquid
e student will complete the tasks
instrument 90% of the time.

will read the words associated
unce, pound, quart, pint, gallon,
r, mile, peck, bushel, with 90%

the following abbreviations, the
ve the terms with 90% accuracy:
b.

will spell the abbreviations of
with 90% accuracy.

Develop "experiments" in which students use measuring tools. Observe students to see if they use appropriate instruments.

Observe students while working in the kitchen, the shop, in arts and crafts projects, etc.

Describe several tasks and ask students what measuring tools would be needed.

Make a bulletin board of measuring devices and add to it as each new area is studied.

Teach measurement terms and abbreviations as sight vocabulary with flash cards, crossword puzzles, word hunts, etc.

FR--Learning About Measurement

Junior High Arithmetic (Measurement) - 4 - Converts measure from small to large and vice ver

JA(Ms)4.1 Given appropriate measuring instruments and devices, the student will convert liquid measurements from little to big by actual demonstration with 100% accuracy. (example: pouring 16 tablespoons into one cup, 4 cups into one quart, two pints into one quart, four quarts into one gallon.)

JA(Ms)4.2 Given appropriate measuring instruments, the student will convert liquid measurements from big to little by actual demonstrations with 100% accuracy. (example: one quart into two pints, four cups, one gallon into 4 quarts etc.)

JA(Ms)4.3 Given inch, foot, and yard measures, the student will convert little to big and big to little with 100% accuracy (e.g. feet to inches or yards, inches to feet, etc.)

JA(Ms)4.4 Following actual demonstration of measurements, the student will state that when converting from big to little we need more units of measure (multiplication or adding) and when converting from little to big we need less units of measure (division or subtraction).

JA(Ms)4.5 The student will solve a variety of measure conversion problems involving all ordinary units of measure with 90% accuracy. (See JA(T)4.3)

Develop "lab experiments" for
practice measurement skills.
record their results. Discuss
and clear up any discrepencies
reports.

Make a wall chart showing conv
Let students fill in the infor
discover the answers through e

FR--Arithmetic That We Need

(Measurement) - 4 - Converts measure from small to large and vice versa

priate measuring instruments and
ill convert liquid measurements from
demonstration with 100% accuracy.
tablespoons into one cup, 4 cups into
nto one quart, four quarts into one

priate measuring instruments, the
quid measurements from big to little
ns with 100% accuracy. (example: one
four cups, one gallon into 4 quarts

, foot, and yard measures, the student
big and big to little with 100%
inches or yards, inches to feet, etc.)

ctual demonstration of measurements,
that when converting from big to
its of measure (multiplication or
rting from little to big we need
(division or subtraction).

will solve a variety of measure
volving all ordinary units of measure
ee JA(T)4.3)

Develop "lab experiments" for students to practice measurement skills. Have students record their results. Discuss as a group and clear up any discrepencies among the reports.

Make a wall chart showing conversion tables. Let students fill in the information as they discover the answers through experimentation.

FR--Arithmetic That We Need

Junior High Arithmetic (Measurement) - 5 - Can estimate size

JA(Ms)5.1 Following instruction in precise measuring and estimating, the student will name at least one situation in which estimating size would be more convenient or practical than precise measuring.

JA(Ms)5.2 The student will demonstrate the use of linear measurement estimates to the teacher's satisfaction, example: thumb from joint to end equals roughly one inch, arm length equals roughly one yard, one foot placed directly in front of the other, heel to toe, equals roughly one foot (used for "stepping off" distance).

JA(Ms)5.3 Given 10 objects of varying lengths, the student will use thumb, arm, and/or foot to estimate with 75% accuracy.

JA(Ms)5.4 Following discussion of distance in the community, the student will estimate, with 70% accuracy, the number of blocks, miles, or fraction of miles he lives from school or from home to church, store, etc.

JA(Ms)5.5 The student will name at least one place that is about a mile from school, a community about five miles away, and a city about 25 miles away.

Discuss what it means to esti
people sometimes do this inste
exactly.

Make a bulletin board showing
thumb, arm, and feet to estima

Give students specific objects
their thumbs, arms, and feet,
discuss and compare results.

Discuss distances between poin
are familiar with. Make a mil
the students simple word probl
compute mileage. For example:
Starke, his car registered 270
first stop his mileage was 27
city do you think he went to?

[illegible]-Learning About Measurement

BASIC SKILLS
JUNIOR HIGH
ARITHMETIC: MEASUREMENT

(Measurement) - 5 - Can estimate size

struction in precise measuring and
will name at least one situation
e would be more convenient or
measuring.

will demonstrate the use of linear
o the teacher's satisfaction,
nt to end equals roughly one inch,
ly one yard, one foot placed
e other, heel to toe, equals
or "stepping off" distance).

ects of varying lengths, the student
d/or foot to estimate with 75%

cussion of distance in the community,
e, with 70% accuracy, the number
ction of miles he lives from school
store, etc.

ill name at least one place that
ool, a community about five miles
5 miles away.

Discuss what it means to estimate and why people sometimes do this instead of measuring exactly.

Make a bulletin board showing the use of the thumb, arm, and feet to estimate length.

Give students specific objects to measure with their thumbs, arms, and feet, Let students discuss and compare results.

Discuss distances between points most students are familiar with. Make a mileage chart. Give the students simple word problems in which they compute mileage. For example: When John left Starke, his car registered 270 miles. At his first stop his mileage was 277 miles. What city do you think he went to?

FR--Learning About Measurement

TERMINAL OBJECTIVE

The EMR learner will exhibit skills in environmental awareness and understanding as they

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Junior High Environmental Awareness - 1 - Understands more about weather conditions and t

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JE1.1 The student will state and/or demonstrate how clouds, water vapor, wind, the sun, air produce rain to the satisfaction of the teacher.

JE1.2 The student will state that fog and dew result from changes in water and air temperature to the satisfaction of the teacher.

JE1.3 Upon observing or becoming aware of an on-coming storm, the student will state what weather conditions will result.

Depending on the interest an
basically what causes rain.
to understand what causes mo
what causes winter rains - c
Make charts or bulletin boar

If there is an impending thu
from a distance, ask student
like when it arrives. If th
discuss the kind of weather
precautions that must be tak

Grosset and Dunlap, *How and*
The Scie

TERMINAL OPJECTIVE

exhibit skills in environmental awareness and understanding as they relate to his independent livi

nental Awareness - 1 - Understands more about weather conditions and their causes and effects.

l state and/or demonstrate how ind, the sun, air produce rain the teacher.	Depending on the interest and level of students, discuss basically what causes rain. Some students may be able to understand what causes most summer rain storms and what causes winter rains - convectous vs. frontal. Make charts or bulletin boards showing the difference.
l state that fog and dew result from ir temperature to the satisfaction of	If there is an impending thunderstorm that is observable from a distance, ask students what the weather will be like when it arrives. If there is a hurricane approaching discuss the kind of weather that can be expected and precautions that must be taken. (See JE2).
or becoming aware of an on-coming storm, what weather conditions will result. 121	-- Grosset and Dunlap, How and Why Wonder Books, The Science Library 122

Junior High Environmental Awareness - 2 - Knows how to make plans contingent upon weather (See

JE2.1 The student will name at least two sources of weather reports, e.g. newspapers, radio, T.V.	Have students listen to the ra newspaper and report on the we a record of daily temperature Intermediate Level - IE1 for f
JE2.2 After listening to or reading a weather report, the student will describe the predicted weather in terms of temperature and percipitation to the teacher's satisfaction.	Make a chart of pictures of su activities for various weather
JE2.3 The student will name at least one suitable or one unsuitable activity for five weather conditions e.g. sunny and hot; warm and windy; cold and clear; sunny and cool; etc.	
JE2.4 Given hypothetical planned activities, the student will listen to the weather forecast and state to the teacher's satisfaction whether or not a planned activity is appropriate for the predicted weather, 90% of the time.	
JE2.5 The student will name at least two precautions to take for each of the following weather predictions: hurricane, tornado, severe thunderstorm.	

l Awareness - 2 - Knows how to make plans contingent upon weather (See JR8 and JA(Ms)1.5)

name at least two sources of wspapers, radio, T.V.	Have students listen to the radio, T.V., or read the newspaper and report on the weather to the class. Keep a record of daily temperature throughout the year(See Intermediate Level - IE1 for further ideas)
o or reading a weather report, e the predicted weather in terms pitation to the teacher's	Make a chart of pictures of suitable and unsuitable activities for various weather conditions.
name at least one suitable or one five weather conditions e.g. sunny cold and clear; sunny and cool;	
l planned activities, the student er forecast and state to the hether or not a planned activity redicted weather, 90% of the time.	
name at least two precautions to lowing weather predictions: re thunderstorm.	

Junior High Environmental Awareness - 3 - Makes judgments concerning behavior around dangerous

JE3.1 Given situations involving approaching harmless and harmful animals, the student will state which animals should be avoided with 90% accuracy.

JE3.2 The student will state at least two things to do in case of encountering a dangerous animal. e.g. try to remain calm to avoid frightening the animal, walk slowly away, contact nearest authority, etc.

JE3.3 The student will state to the teacher's satisfaction at least one consequence of teasing an animal.

JE3.4 The student will state to the teacher's satisfaction at least two precautionary measures for avoiding contracting poison ivy, oak, or sumac, e.g. wear protective clothing, recognize and avoid plants, wash immediately after exposure.

JE3.5 When asked why one should not eat unknown plants or "wild mushrooms", the student will state to the teacher's satisfaction that they may get sick from eating these.

Discuss why animal bites are da
they hurt. List animals that a
snakes, spiders, and insects.
pictures of these. Have studen
habits of various dangerous ani
case of an animal bite. Take p
plants. Discuss which are pois
poisonous to eat. Keep an eye
picnics and other field trips t
If samples can be found, make a
plants.

USDA, Farmers Bulletin #1972, P
Poison Sumac

Maxwell, Lewis S., Florida's Po
and Insects.

Trend House, Plants Poisonous t

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Awareness - 3 - Makes judgments concerning behavior around dangerous plants and animals

involving approaching harmless and
dent will state which animals
% accuracy.

state at least two things to do in
ngerous animal. e.g. try to remain
the animal, walk slowly away,
, etc.

state to the teacher's satisfaction
of teasing an animal.

state to the teacher's satisfaction
y measures for avoiding contracting
, e.g. wear protective clothing,
s, wash immediately after exposure.

e should not eat unknown plants or
dent will state to the teacher's
y get sick from eating these.

Discuss why animal bites are dangerous besides the fact that they hurt. List animals that are poisonous-kinds of snakes, spiders, and insects. Try to find clear color pictures of these. Have students make "reports" on the habits of various dangerous animals. Discuss what to do in case of an animal bite. Take pictures of poisonous plants. Discuss which are poisonous to the skin or poisonous to eat. Keep an eye out for these plants on picnics and other field trips to point out to the students. If samples can be found, make a terrarium of poisonous plants.

USDA, Farmers Bulletin #1972, Poison Ivy, Poison Oak, and Poison Sumac

Maxwell, Lewis S., Florida's Poisonous Plants, Snakes, and Insects.

Trend House, Plants Poisonous to People (Book & Charts)

Junior High Environmental Awareness - 4 - Understands earth science necessary for agricultural

JE4.1 When asked to name three parts of the earth, the student will state land, air, and water.

JE4.2 The student will state at least one effect of land, one of water, and one of air (or wind) on agriculture, e.g. some things grow better in sandy soil, plants need different amounts of water, air temperature affects plant growth, wind aids pollination, etc.

JE4.3 The student will explain to the teacher's satisfaction what is meant by the length of the day and how it affects agriculture e.g. It means how many hours of daylight influences plant growth.

JE4.4 The student will state to the teacher's satisfaction, two effects of location on agriculture. e.g. Type of plants grown, length of growing season.

JE4.5 The student will give an example, to the teacher's satisfaction, of the relationship between types of plants grown in an area and kinds of animals raised. e.g. Cattle is more easily raised where grass is plentiful than in a desert.

Discuss different kinds of soil
samples. The teacher might try
that students don't have access
soil and what factors contribut
soil. Plant the same kind of s
brought in. Provide the same g
the growth of the plants. Invi
field (agriculture extention ag
to discuss soil, water, and lig
Ask him to bring several exampl
nursury and discuss the variety
plants. List the kinds of plan
why they in particular are suit
grown in the area and discuss w
Stress the importance of agricu
Without agriculture there would
shelter-discuss why this is so.

Grossett & Dunlap, How and Why W
Library

l Awareness - 4 - Understands earth science necessary for agricultural jobs in the community

me three parts of the earth, the air, and water.	Discuss different kinds of soil. Have students bring in samples. The teacher might try to bring in some types that students don't have access to. Discuss what makes soil and what factors contribute to the fertility of the soil. Plant the same kind of seed in each type of soil brought in. Provide the same growing conditions. Compare the growth of the plants. Invite someone in an agriculture field (agriculture extention agent, nursury worker, etc.) to discuss soil, water, and light needs of various plants. Ask him to bring several examples. Plan a visit to a nursury and discuss the variety of needs of the different plants. List the kinds of plants grown in the area and why they in particular are suitable. List some plants not grown in the area and discuss why they would not be suitable. Stress the importance of agriculture and agricultural jobs. Without agriculture there would be no food, clothing, or shelter-discuss why this is so.
state at least one effect of land, air (or wind) on agriculture, ter in sandy soil, plants need r, air temperature affects plant tion, etc.	
explain to the teacher's t by the length of the day lture e.g. It means how many hours ant growth.	
state to the teacher's satisfaction agriculture. e.g. Type of plants eason.	Grossett & Dunlap, How and Why Wonder Books, The Science Library
give an example, to the teacher's ionship between types of plants of animals raised. e.g. Cattle e grass is plentiful than in a	

JE4.6 The student will describe to the teacher's satisfaction how cultivation helps man meet the following needs: food, shelter, clothing, recreation.

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describe to the teacher's satis-
elps man meet the following needs:
recreation.

129

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Junior High Environmental Awareness - 5 - Accepts responsibility in conserving natural resourc

JE5.1 The student will illustrate or describe 4 natural resources, to the teacher's satisfaction.

JE5.2 The student will state at least two ways he can presently conserve water.

JE5.3 The student will state at least two ways he can presently help conserve trees. e.g. forest fire prevention, reusing paper, collecting paper.

JE5.4 The student will state at least one other natural resource he can presently help conserve and how he can conserve it.

JE5.5 The student will state at least three realistic ways he, as an adult, can help his community establish and/or maintain conservation projects.

Discuss that natural resources
by nature that man uses to live
students can think of and then
as: animals, water, soil, sunl
minerals, and air. List common
day and ask students what natur
their manufacture. Invite some
uses of trees and products made
conservation of forests such as
paper, etc

MacDonald's Ecology Action Pack

Awareness - 5 - Accepts responsibility in conserving natural resources

llustrate or describe 4 natural
's satisfaction.

tate at least two ways he can

tate at least two ways he
e trees. e.g. forest fire
collecting paper.

tate at least one other natural
help conserve and how he can

tate at least three realistic
help his community establish
on projects.

Discuss that natural resources are materials provided by nature that man uses to live. List as many as the students can think of and then put them in categories such as: animals, water, soil, sunlight, forest (plants) minerals, and air. List common things that are used everyday and ask students what natural resources were used in their manufacture. Invite someone in forestry to discuss uses of trees and products made from trees. Discuss conservation of forests such as planting forests, recycling paper, etc

MacDonald's Ecology Action Pack

Junior High Environmental Awareness - 6 - Understands the causes and effects of pollution and responsibility in preventing pollution

JE6.1 The student will state to the teacher's satisfaction 3 causes of air pollution and 3 cases of water pollution

JE6.2 The student will state to the teacher's satisfaction at least one effect of air pollution on: human health, agriculture, and animal life.

JE6.3 The student will state to the teacher's satisfaction at least one effect of water pollution on: human health, agriculture, and animal life.

JE6.4 The student will state to the teacher's satisfaction at least 3 things he can presently and personnaly do to prevent pollution.

JE6.5 The student will state to the teacher's satisfaction at least 5 things he can do as an adult either individually or or as part of the community, to prevent pollution.

Have students bring in samples
water, lake water, ditch water,
each sample. Let them sit undi
Discuss the difference in resid
water cycle. Discuss where eac
water cycle and explain its lev
To show natural purification, g
in the bottom. Plug the hole w
sand and charcoal. Pour muddy
the pot in a glass jar to colle
that nature used to be able to
but there's too much pollution
naturally. Make murals on air
a poster contest. Discuss lung
from air pollution.

MacDonalds Ecology Action Pack

Awareness - 6 - Understands the causes and effects of pollution and accepts individual responsibility in preventing pollution

state to the teacher's satisfaction n and 3 cases of water pollution	Have students bring in samples of water-rain water, spring water, lake water, ditch water, drinking water. Label each sample. Let them sit undisturbed for several days. Discuss the difference in residue. Make a chart of the water cycle. Discuss where each sample appeared in the water cycle and explain its level of natural purification. To show natural purification, get a clay pot with a hole in the bottom. Plug the hole with cotton. Add layers of sand and charcoal. Pour muddy water in the pot and set the pot in a glass jar to collect filtered water. Discuss that nature used to be able to filter water in this way but there's too much pollution now for this to happen naturally. Make murals on air and water pollution. Have a poster contest. Discuss lung and eye diseases caused from air pollution.
state to the teacher's satisfaction ir pollution on: human health, ife.	
state to the teacher's satisfaction ater pollution on: human health, ife.	
state to the teacher's satisfaction presently and personnaly do to	MacDonalds Ecology Action Pack
state to the teacher's satisfaction do as an adult either individually or ty, to prevent pollution.	

CONSUMERISM

Junior High Consumerism - 1 - Can correctly use all coin-operated equipment

JC1.1 Given a detailed picture or actual example of a coin-operated newspaper vendor, the student will state how much the daily paper costs and how much the Sunday paper costs with 100% accuracy.

JC1.2 Given a detailed picture or actual example of a coin-operated newspaper vendor, the student will point to the appropriate slot to indicate where he would put certain coins for a daily or Sunday paper 90% of the time. (e.g. two nickles for a daily, one dime for a daily, one quarter for Sunday.)

JC1.3 Given detailed pictures or actual examples of coin operated equipment containing the following words or phrases, th- student will read these words and explain their meaning with 90% accuracy:out of order, use correct change, make another selection, change, turn, pull, push.

JC1.4 Given a picture or actual example of a coin operated vendor containing articles of different prices, the student will tell how much given objects cost with 90% accuracy.

Take slides of several vending
including newspaper vendors, s
and candy machines. Discuss t
and teach them as sight words.
the things that can go wrong a
done in each case.

For evaluation show a series o
for specific information. For
much does orange juice cost?"
could you use to buy it?"

CONSUMERISM

sm - 1 - Can correctly use all coin-operated equipment

ed picture or actual example of a coin-ndor, the student will state how much and how much the Sunday paper costs	Take slides of several vending machines including newspaper vendors, sandwich, drink, and candy machines. Discuss terms on the machines and teach them as sight words. Discuss some of the things that can go wrong and what should be done in each case.
led picture or actual example of a er vendor, the student will point to to indicate where he would put aily or Sunday paper 90% of the time. a daily, one dime for a daily, one	For evaluation show a series of slides and ask for specific information. For example: "How much does orange juice cost?" "What coins could you use to buy it?"
pictures or actual examples of coin ntaining the following words or will read these words and explain % accuracy:out of order, use correct selection, change, turn, pull, push.	
re or actual example of a coin ining articles of different prices, how much given objects cost with	

Junior High Consumerism - 2 - Can compare values and prices when shopping by comparing unit

JC2.1 After computing the unit price of several items with the help of the teacher, the student will state to the teacher's satisfaction the meaning of the "unit price".

JC2.2 Given 10 sets of unit price labels, each set containing two or three labels for the same generic item, the student will give the name of the items, the quantity for each item, the market prices for each, the unit prices, and state which of the set is less expensive, with 90% accuracy. e.g. Brand A coffee; 12 oz., $1.80, 15¢/oz.; Brand B Coffee; 10 oz., $1.70, 17¢/oz.; Brand A is less expensive.

Ask the manager of a grocery
dated unit cost labels (the p
are displayed on the shelf co
chandise). Show them to the
discuss what they mean. Try
from several similar items of
toothpaste, coffee, etc. Com
cost.

Grolier, Modern Consumer Educa
and Shelter

Junior High Consumerism - 3 - Recognizes real versus apparent bargains

JC3.1 Given 5 sets of items, half of the sets consisting of two similar items of approximately equal value but different prices, and the rest consisting of two similar items of different quality and prices, the student will state which sets represent real bargains and which sets represent apparant bargains with 80% accuracy.

Use examples such as celophan
mending tape-mark them the sa
tape to represent a real barg
hair brush and a high quality
are priced accordingly. The
be an apparant bargain. Leat
(purse, wallet, shoes, etc.)

Bring in sale papers and disc
bargains. (See JC2)

- 2 - Can compare values and prices when shopping by comparing unit prices

the unit price of several items
cher, the student will state to
on the meaning of the "unit price".

unit price labels, each set con-
els for the same generic item, the
me of the items, the quantity for
ices for each, the unit prices, and
s less expensive, with 90% accuracy.
oz., $1.80, 15¢/oz.; Brand B Coffee;
Brand A is less expensive.

Ask the manager of a grocery store for outdated unit cost labels (the plastic ones that are displayed on the shelf containing merchandise). Show them to the class and discuss what they mean. Try to get the labels from several similar items of different brands-toothpaste, coffee, etc. Compare the unit cost.

Grolier, Modern Consumer Education- Food, Clothing and Shelter

- 3 - Recognizes real versus apparent bargains

tems, half of the sets consisting
approximately equal value but
e rest consisting of two similar
ty and prices, the student will state
l bargains and which sets represent
0% accuracy.

Use examples such as celophane tape and magic mending tape-mark them the same price as celophane tape to represent a real bargain. Use a cheap hair brush and a high quality hair brush that are priced accordingly. The cheap brush would be an apparant bargain. Leather vs plastic products (purse, wallet, shoes, etc.)

Bring in sale papers and discuss items in terms of bargains. (See JC2)

Junior High Consumerism - 4 - Knows advantages and disadvantages of quantity buying

JC4.1 Given the quantities, total prices, and unit prices of several items which are less expensive when purchased in quantitiy, and asked one advantage of quantity buying, the student will state to the teacher's satisfaction that quantity buying is sometimes less expensive.

JC4.2 Given several examples of cases in which quantity buying is not less expensive and asked how to determine whether or not quantity buying is less expensive, the student will state to the teacher's satisfaction that the unit prices should be compared.

JC4.3 Given 10 examples of quantity buying, half of which indicate real economy and half of which do not, due to higher or equal unit price, lack of storage space, or inability to consume before deterioration, the student will indicate which cases actually represent economical quantity buying.

JC4.4 The student will state two advantages of quantity buying (e.g. usually more economical, need to buy less frequently), and two disadvantages (may waste some, need more money at time of purchase).

Show pictures of items like dr
cereal, etc., that come in a v
within the same brand. Comput
and determine which is the mos

Bring in a sales paper and dis
can be bought in quantities wh
(See JC2)

Discuss items that usually are
quantities unless you intend t
them such as fresh vegetables.
lettuce and most citrus fruits
or canned.

BASIC SKILLS
JUNIOR HIGH
CONSUMERISM

m - 4 - Knows advantages and disadvantages of quantity buying

ities, total prices, and unit prices are less expensive when purchased d one advantage of quantity buying, to the teacher's satisfaction that etimes less expensive.	Show pictures of items like dry milk, shampoo, cereal, etc., that come in a variety of sizes within the same brand. Compute the unit price and determine which is the most economical. Bring in a sales paper and discuss which items can be bought in quantities while on sale. (See JC2) Discuss items that usually are not bought in quantities unless you intend to freeze or can them such as fresh vegetables. Discuss that lettuce and most citrus fruits are not frozen or canned.
xamples of cases in which quantity ensive and asked how to determine y buying is less expensive, the the teacher's satisfaction that the compared.	
es of quantity buying, half of which and half of which do not, due to rice, lack of storage space, or efore deterioration, the student ses actually represent economical	
l state two advantages of quantity ore economical, need to buy less isadvantages (may waste some, need purchase).	

Junior High Consumerism - 5 - Can determine worth of items he might buy, sell, or trade.

JC5.1 Given pictures or actual examples of 10 items he is likely to have and 10 reasonable prices, the student will match the prices to the objects, assuming the objects are new, with no more than one reversal of prices.	Take students on a shopping prepared list of items to p notice brands and price di different stores to price (See Intermediate Consumer Provide catalogs and have as many things as they can price ranges--$5.00- -$10.0 After students have become prices, begin to play "The (See Appendix B for direct
JC5.2 Given at least 10 pairs of objects he is likely to have, half of the pairs having approximately equal value, the student will select those pairs having approximately equal vlaue with 90% accuracy.	
JC5.3 Given pictures or actual examples of at least 10 items he is likely to have, the student will give a price for each article which is within 25% of what the teacher believes a reasonable price, 90% of the time.	

Junior High Consumerism - 6 - Recognizes there is a depreciation of goods

JC6.1 The student will state two reasons to the teacher's satisfaction why an article is not of full value after being used. (e.g. damaged, older, expired warranty, etc.)	Discuss the meaning of depr List items on the board tha cussed in terms of deprecia homes, boats, appliances, f Discuss places one might go at a depreciated price.

erism - 5 - Can determine worth of items he might buy, sell, or trade.

res or actual examples of 10 items he and 10 reasonable prices, the the prices to the objects, assuming w, with no more than one reversal of	Take students on a shopping trip. Give them a prepared list of items to price. Have them notice brands and price differences. Visit different stores to price the same items. (See Intermediate Consumerism 1) Provide catalogs and have students look for as many things as they can find in particular price ranges--$5.00- -$10.00, over $100.00, etc. After students have become somewhat aware of prices, begin to play "The Price is Right" (See Appendix B for directions.)
east 10 pairs of objects he is likely to pairs having approximately equal value, elect those pairs having approximately 0% accuracy.	
res or actual examples of at least 10 to have, the student will give a price hich is within 25% of what the teacher ble price, 90% of the time.	

erism - 6 - Recognizes there is a depreciation of goods

will state two reasons to the teacher's article is not of full value after damaged, older, expired warranty, etc.)	Discuss the meaning of depreciation. List items on the board that are commonly discussed in terms of depreciation-cars, mobile-homes, boats, appliances, furniture, etc. Discuss places one might go to purchase something at a depreciated price.

Junior High Consumerism - 7 - Understands the worth of a "trade in " article in a purchase

JC7.1 Given a price on an item to be purchased and the trade-in of a like item, the student will compute the cost of the item with a trade-in with 90% accuracy.	Discuss what types of articles sidered for trade-in. Make up cerning trade-in. (See JA6) Discuss that an individual mig sell his "trade-in" article hi trade it in.

Junior High Consumerism - 8 - Knows how to read advertisements for goods and services percep
switch, referral selling, free gimicks, fear selling)

JC8.1 Given an advertisement containing a free gimick, the fair market value of the free item, and the regular or sale price of the purchased article as advertised elsewhere, the student will determine which is a more economical purchase. e.g. regular price vs. regular price plus free gimick; or $5.00 off regular price vs. regular price plus free gimick valued at $2.00.	Make up 2 sale papers. Show o several items being sold at r the other, show items being so with a "free gift" attached. determine the value of "free g decide which is the best barga Discuss how a person might buy doesn't really need just to ge Actually price an item offerin and compare it to the regular free gift. Role play a "bait and switch" students write scripts and ac that are misleading. Have stu ad uses a scare tactic, ("do y blood?"), sex appeal, etc.
JC8.2 The student will state two disadvantages of buying an item with a second free item. e.g. may be less expensive to buy the item without the free gimick, the free item may be of little vlaue, the free item may not be needed, etc.	
JC8.3 The student will describe, to the teacher's satisfaction, bait and switch advertisements.	

m - 7 - Understands the worth of a "trade in " article in a purchase

an item to be purchased and the m, the student will compute the a trade-in with 90% accuracy.

Discuss what types of articles are usually considered for trade-in. Make up word problems concerning trade-in. (See JA6)

Discuss that an individual might be better off to sell his "trade-in" article himself rather than trade it in.

m - 8 - Knows how to read advertisements for goods and services perceptively (bait and switch, referral selling, free gimicks, fear selling)

isement containing a free gimick, the he free item, and the regular or sale article as advertised elsewhere, the which is a more economical purchase. regular price plus free gimick; or e vs. regular price plus free gimick

l state two disadvantages of buying an e item. e.g. may be less expensive to he free gimick, the free item may be ree item may not be needed, etc.

l describe, to the teacher's switch advertisements.

Make up 2 sale papers. Show on one sale paper several items being sold at reduced prices. On the other, show items being sold at regular prices with a "free gift" attached. Have students determine the value of "free gifts" and then decide which is the best bargain.

Discuss how a person might buy something he doesn't really need just to get the "free gift". Actually price an item offering a "free gift" and compare it to the regular price without the free gift.

Role play a "bait and switch" situation. Let students write scripts and act out commercials that are misleading. Have students tell if the ad uses a scare tactic, ("do you have iron poor blood?"), sex appeal, etc.

JC8.4 Given advertisements which include misleading implications, the student will identify the implications and state how they are misleading 90% of the time. e.g. You will have more dates using Whito Toothpaste.	
Junior High Consumerism - 9 - Knows how to refuse to buy unwanted merchandise from salesmen	
JC9.1 In a simulated situation, the student will refuse unwanted merchandise from a salesman stating two reasons for refusal to the teacher's satisfaction.	Role play several situations i door to door salesmen, departm personel, telephone sales pitc
Junior High Consumerism - 10 - Recognizes intent of unordered merchandise (record clubs, mag	
JC10.1 The student will state one reason for not sending for free mail-delivered merchandise (example: may have to buy further merchandise after accepting the first free one).	Bring in magazines that conta free merchandise. Read the ad the intent of the ad.
JC10.2 The student will state, when asked, that unordered merchandise received in the mail does not have to be paid for.	

ments which include misleading ent will identify the implications misleading 90% of the time. re dates using Whito Toothpaste.	
m - 9 - Knows how to refuse to buy unwanted merchandise from salesmen	
situation, the student will refuse rom a salesman stating two reasons cher's satisfaction.	Role play several situations involving door to door salesmen, department store personel, telephone sales pitches, etc.
m - 10 - Recognizes intent of unordered merchandise (record clubs, magazine subscriptions)	
ll state one reason for not sending d merchandise (example: may have to e after accepting the first free one).	Bring in magazines that contain ads for free merchandise. Read the ads and discuss the intent of the ad.
ll state, when asked, that unordered n the mail does not have to be paid	

Junior High Consumerism - 11 - Is aware of "hidden" charges made by companies (installation f

JC11.1 In a simulated situation, the student will ask about installation fees or other charges in addition to purchasing price.	Make lists on the board of ite usually associated with - writ item. (Rent - damage deposits, appli etc.)
JC11.2 The student will state two examples of a hidden charge. e.g. washer-Installations; electrical hook-up; car-tags and inspection sticker.	

Junior High Consumerism - 12 - Understands that contracts are involved with renting and buyin

JC12.1 When asked to explain what a contract is and assuming he knows the term "legal", the student will state to the teacher's satisfaction that a contract explains what each person must do to fulfill an aggrement and that he is legally bound to do this.	Make contracts for grades or p Discuss in what situations a p sign a contract.

n - 11 - Is aware of "hidden" charges made by companies (installation fees, delivery charges, etc.)

situation, the student will fees or other charges in price.	Make lists on the board of items that hidden charges are usually associated with - write the kind of charges by the item. (Rent - damage deposits, appliances - hookup or installatio etc.)
l state two examples of a her-Installations; electrical nspection sticker.	

- 12 - Understands that contracts are involved with renting and buying goods and services.

xplain what a contract is and erm "legal", the student will satisfaction that a contract on must do to fulfill an s legally bound to do this.	Make contracts for grades or privillidges with the students. Discuss in what situations a person might be required to sign a contract.

Junior High Consumerism - 13 - Is aware of credit practices

JC13.1 When asked to explain what credit is, the student will state to the satisfaction of the teacher that it means "buy now pay later" or borrowing for a purchase.

JC13.2 When asked to give two disadvantages of using credit, the student will state to the satisfaction of the teacher that it costs extra to buy on credit and that people often buy more than they can afford to pay.

JC13.3 When asked what the cost of credit is called, the student will state "interest" with 100% accuracy.

Ask students to name things th
for which they do not have ava
on the board. Discuss differe
things - credit cards, install

Make a bulletin board showing
credit.

Discuss advantages and disadva
them on the board.

Discuss what "interest" and "f

Institute of Life Insurance, A
Pruett Pub. Co., Mathematics T
Loans and Taxes

- 13 - Is aware of credit practices

xplain what credit is, the
e satisfaction of the teacher
ay later" or borrowing for a

ive two disadvantages of using
state to the satisfaction
osts extra to buy on credit
y more than they can afford to

he cost of credit is called,
nterest" with 100% accuracy.

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Ask students to name things they would like to buy but for which they do not have available funds. List these on the board. Discuss different methods of buying these things - credit cards, installment buying, and loans.

Make a bulletin board showing different sources of credit.

Discuss advantages and disadvantages of credit and write them on the board.

Discuss what "interest" and "finance charges" are.

Institute of Life Insurance, A Date With Your Future
Pruett Pub. Co., Mathematics in Living, Book 4 Credit, Loans and Taxes

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Junior High Consumerism - 14 - Is aware of the procedure of installment buying

JC14.1 The student will define to the teacher's satisfaction, installment buying as paying for an item at regular intervals, after the item has been received.

JC14.2 Presented with a problem in which the total cost and down payment are given, the student will use the correct procedure to compute the balance with 90% accuracy.

JC14.3 Presented with a problem in which the downpayment, and montnly installment are given, the student will use the correct procedures to compute the total cost of the items.

JC14.4 Given the total cost of an item purchased on installment and the cash price of the item, the student will compute the difference with 90% accuracy

JC14.5 The student will state to the teacher's satisfaction, one advantage of installment buying (do not need as much money when item or service is wanted or needed) and one disadvantage (cost more, reduce income over longer period of time.)

Show pictures or actual item
buy - radio's, cassette tape
clothes, T.V., etc. Play the
Set up an installment payment
including a downpayment. Let
computations to meet the obje

Institute of Life Insurance,
Pruett Pub. Co., Mathematics

BASIC SKILLS
JUNIOR HIGH
CONSUMERISM

- 14 - Is aware of the procedure of installment buying

define to the teacher's t buying as paying for an item ter the item has been received.	Show pictures or actual items students might want to buy - radio's, cassette tape recorders, record players, clothes, T.V., etc. Play the role of a store manager Set up an installment payment schedule for each student including a downpayment. Let students do the necessary computations to meet the objectives.
problem in which the total cost en, the student will use the pute the balance with 90%	Institute of Life Insurance, A Date with Your Future Pruett Pub. Co., Mathematics In Living, Book I Buying
problem in which the downpayment, are given, the student will use o compute the total cost of	
cost of an item purchased on price of the item, the student nce with 90% accuracy.	
state to the teacher's age of installment buying ey when item or service is e disadvantage (cost more, r period of time.)	

Junior High Consumerism - 15 - Is aware of "truth-in- lending" laws

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JC15.1 The student will state to the teacher's satisfaction tne purpose of the "truth-in-lending". laws.

Discuss with students that thi
inform the customer of 2 thing
dollar cost of credit and the

Discuss what this means and wh
several examples with the clas
Cards charge 1 1/2 % per month
rate of 18%. The dollar cost
actual amount of interest in

Institute of Life Insurance, A

- 15 - Is aware of "truth-in- lending" laws

state to the teacher's
of the "truth-in-lending".

Discuss with students that this law says a creditor must inform the customer of 2 things: he must tell the dollar cost of credit and the true annual interest rate.

Discuss what this means and why it is important. Compute several examples with the class. For example: Credit Cards charge 1 1/2 % per month. That is an annual interest rate of 18%. The dollar cost of credit would be the actual amount of interest in dollars and cents.

Institute of Life Insurance, A Date With Your Future

Junior High Consumerism - 16 - Understands the importance of saving and insurance as protect
of the future (See JA(M)3, JA(M)7)

JC16.1 Given the task of preparing a budget with a given amount of money, the student will allot a reasonable amount for savings and insurance to the satisfaction of the teacher.

JC16.2 The student will state two reasons for having savings account. e. g. down payment for home, car, job loss, illness, etc.

JC16.3 The student will state three kinds of insurance e.g. auto liability, fire, life, hospitalization.

JC16.4 The student will describe to the teacher's satisfaction, a case in which it would be helpful to have each of the following types of insurance: life, fire, auto, hospitalization.

See activities for budgeting:
and savings accounts JA(M)3.
what insurance is for. Ask s
of things that might happen t
that they couldn't afford to
kinds of insurance on the boa
crossword puzzle or word hunt.

Institute of Life Insurance,

BASIC SKILLS
JUNIOR HIGH
CONSUMERISM

- 16 - Understands the importance of saving and insurance as protection against the uncertainties of the future (See JA(M)3, JA(M)7)

f preparing a budget with
the student will allot a
vings and insurance to the
her.

state two reasons for having
own payment for home, car,

state three kinds of insurance
e, life, hospitalization.

describe to the teacher's
which it would be helpful
owing types of insurance:
alization.

See activities for budgeting: JA(M)6, JS20, checking and savings accounts JA(M)3. Talk with students about what insurance is for. Ask students to try to think of things that might happen to them or their families that they couldn't afford to pay for. List the different kinds of insurance on the board. Make an insurance related crossword puzzle or word hunt.

Institute of Life Insurance, A Date With Your Future CH.4

Junior High Consumerism - 17 - Is aware of insurance premiums and benefits

JC17.1 Asked what insurance preimums are, the student will state "payment on insurance policy" to the teacher's satisfaction.	Invite an insurance agent to t with him ahead of time explain you are concerned with. Give questions they should listen f the answers during the talk, t of presentation. (See JL2, SL Institute of Life Insurance, A
JC17.2 The student will state two factors which influence the amount of premiums, e.g. how often paid health or age on life or hospitalization, driving record and age on auto, type of house and nearness of fire department on fire, etc.	

Junior High Consumerism - 18 - Distinguishes between various kinds of bills and receipts: sa cancelled check (See JS19.5)

JC18.1 Given a bill and a receipt, the student will indicate which needs to be paid and which has been paid with 100% accuracy.	Bring in some of your own mont for students to look at. For master charge receipts for a m bill and have students determi the bill and which are not. Br for students to look at. Disc why it is important to keep th
JC18.2 Given a variety of receipts, the student will identify a sales slip, cash register slip, cancelled checks, rent receipts, and medical receipts.	

) - 17 - Is aware of insurance premiums and benefits

rance preimums are, the student insurance policy" to the .	Invite an insurance agent to talk to the class. Talk with him ahead of time explain the type of information you are concerned with. Give the students specific questions they should listen for. If they do not hear the answers during the talk, they should ask at the end of presentation. (See JL2, SL1)
l state two factors which premiums, e.g. how often paid r hospitalization, driving record f house and nearness of fire .	Institute of Life Insurance, A Date With Your Future,CH4.

- 18 - Distinguishes between various kinds of bills and receipts: sales slip, cash register, canceled check (See JS19.5)

d a receipt, the student will be paid and which has been paid	Bring in some of your own monthly bills and make copies for students to look at. For example: Save all your master charge receipts for a month, bring in the month's bill and have students determine which are included in the bill and which are not. Bring in a variety of receipts for students to look at. Discuss what receipts are and why it is important to keep them.
of receipts, the student lip, cash register slip, receipts, and medical receipts. 157	158

JC18.3 Given itemized bills or receipts and lists of purchases, the student will compare them and state whether or not the bills or receipts are correct, with 90% accuracy.

bills or receipts and lists of
will compare them and state
s or receipts are correct, with

Junior High Consumerism - 19 - Is aware of cost of utilities

JC19.1 Given an actual telephone bill, the student will indicate the amount of: the regular monthly charge, the long distance charges, and the tax with 100% accuracy.

JC19.2 The student will name two things which influence the regular monthly charge (number of extensions, number of people on line, in some places the color or type telephone)

JC19.3 The student will state 4 things which influence the cost of a long distance call (time of day, type of call, distance, length of time of call).

JC19.4 Given an actual telephone bill containing long distance calls, the student will state the date on which the calls were made, the type calls, the class of calls, the places and numbers called, and the amount of the calls with 90% accuracy.

JC19.5 The student will keep records of at least 5 imaginary long distance calls and compare these with a teacher made bill, stating with 90% accuracy whether each call on the bill is correctly noted.

Bring in actual telephone bills
student if possible. Discuss t
information found on the bill i
Call the phone company for info
in JC19.2. Relate this to the
compute costs for specific arra
Let a student call the local ut
out the cost of items mentioned
Invite the Home Economics Exten
the class on consureation of el

- 19 - Is aware of cost of utilities

telephone bill, the student will the regular monthly charge, the nd the tax with 100% accuracy.	Bring in actual telephone bills. Make a copy for each student if possible. Discuss the different kinds of information found on the bill itself. Call the phone company for information concerning items in JC19.2. Relate this to the students and have them compute costs for specific arrangements. Let a student call the local utilities department to find out the cost of items mentioned in JC19.6. Invite the Home Economics Extension agent to talk to the class on consureation of electricity.
name two things which influence ge (number of extensions, , in some places the color or	
state 4 things which influence nce call (time of day, type of f time of call).	
telephone bill containing long dent will state the date on de, the type calls, the class d numbers called, and the 90% accuracy.	
keep records of at least 5 calls and compare these with a with 90% accuracy whether each ctly noted.	

JC19.6 The student will state the kinds and cost of public utilities in his community with 90% accuracy. e.g. garbage collection @$2.00/month; sewage @$2.00/month; water based on meter with minimum of $2.00/month.

JC19.7 The student will read an electric, water, or gas meter on two occassions and compute how much was used with 90% accuracy.

JC19.8 The student will describe how electric and gas bills are determined in his community (electric on basis of meter, gas by meter or by tank for liquid gas).

JC19.9 The student will state to the teacher's satisfaction two realistic ways to keep utility costs down.

ll state the kinds and cost of
s community with 90% accuracy.
n @$2.00/month; sewage @$2.00/
meter with minimum of $2.00/month.

ll read an electric, water, or
sions and compute how much
racy.

ll describe how electric and
ed in his community (electric
by meter or by tank for liquid

ll state to the teacher's satisfaction
keep utility costs down.

VOCATIONAL COMPETENCIES

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VOCATIONAL COMPETENCIES

GOAL

Vocational Competencies - Upon completion of the EMR program the learner will exhibit voca
as determined by adequate social, physical, basic, and occupational skills development, su
successful in living by maintaining a job.

Terminal Objective

The EMR learner will be aware of the contrality of work in his life, the rewards and digni
the rights and responsibilities of the worker. He will also demonstrate appropriate work
those responsibilities.

Junior High Vocational Competencies - 1 - Understands tangible and intangible rewards for

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JV1.1 The student will state at least three expenses of living such as food, clothing, shelter, medical expenses, transportation, etc. to the teacher's satisfaction. (See JC2, 5, 17, 19)

JV1.2 Asked how one meets expenses of living, the student will respond "by working".

JV1.3 The student will correctly state two positive reasons for working: money, pride in work, making a contribution to society, etc.

Discuss with students what t
are out of school for long p
Ask them if they ever get bo
friends. Discuss that work
always have something to do
make friends. Of course you
same time. Discuss that pe
you when you can hold down
living, and take care of yo
what they think it would ta
selves.

Get into a discussion of wh
life.

Finney, Help Yourself to a

VOCATIONAL COMPETENCIES

GOAL

ies - Upon completion of the EMR program the learner will exhibit vocational competency quate social, physical, basic, and occupational skills development, such that he is by maintaining a job.

Terminal Objective

be aware of the contrality of work in his life, the rewards and dignity of work, and nsibilities of the worker. He will also demonstrate appropriate work habits to meet es.

al Competencies - 1 - Understands tangible and intangible rewards for working

ill state at least three expenses od, clothing, shelter, medical tion, etc. to the teacher's C2, 5, 17, 19)	Discuss with students what they do when they are out of school for long periods of time. Ask them if they ever get bored or miss their friends. Discuss that working is a way to always have something to do and its a way to make friends. Of course you earn money at the same time. Discuss that people are proud of you when you can hold down a job, earn a living, and take care of yourself. Ask students what they think it would take to support themselves.
meets expenses of living, the "by working".	
will correctly state two positive money, pride in work, making a iety, etc.	Get into a discussion of what they want out of life. -- Finney, Help Yourself to a Job, Part I

Junior High Vocational Competencies - 2 - Knows most of the responsibilities to employers

JV2.1 The student will state at least three responsibilities to his employer such as punctuality, quality of work, care of property, initiative, cooperation, etc. to the teacher's satisfaction.	Have students name the thing list them on the board. Ask he has a right to expect the Make up simulated situations relationships. Ask students who is right, etc. Discuss which other workers can affec the relationship with the bo ------------------------------ Educational Design, Inc. The the Job" Finney, Help Yourself To a J Follett, Accent/World of Wor Lessons 1-2
JV2.2 The student will state to the teacher's satisfaction at least three responsibilities to fellow workers. e.g. cooperation, doing their share of the work, sharing in "office expenses" (coffee break, office party, flowers, birthday gifts, farewell gifts), etc.	

Junior High Vocational Competencies - 3 - Recognizes that there are lines of communication any job

JV3.1 Given a list or chart of the lines of authority in five real organizations (school system, government, actual local employers, etc.), the student will name the superior for any given name on the list with 80% accuracy.	Discuss lines of communicati a chart. Make up sample pro at achool and discuss the pr them using proper lines of c this to jobs. Make up a job a chart of proper lines of c students problems that might explain the proper use of li ------------------------------ Educational Design Inc., Wor Job, Tape 2
JV3.2 Given an actual local employment organization, the student will state his immediate superior.	

l Competencies - 2 - Knows most of the responsibilities to employers and fellow employees

ll state at least three is employer such as punctuality, of property, initiative, cooperation, satisfaction.	Have students name the things a boss expects and list them on the board. Ask them why they think ~~he~~ has a right to expect these things. Make up simulated situations showing co-worker relationships. Ask students what they would do, who is right, etc. Discuss how relationships with other workers can affect the whole job and the relationship with the boss.
ll state to the teacher's satisfac- esponsibilities to fellow workers. ing their share of the work, sharing coffee break, office party, flowers, ell gifts), etc.	Educational Design, Inc. The World of Work I "On the Job" Finney, Help Yourself To a Job, Part I Follett, Accent/World of Work-Keeping that Job Lessons 1-2

l Competencies - 3 - Recognizes that there are lines of communication and authority in any job

r chart of the lines of authority tions (school system, government, s, etc.), the student will name given name on the list with 80%	Discuss lines of communication in school. Make a chart. Make up sample problems that may arise at achool and discuss the procedure for solving them using proper lines of communication. Relate this to jobs. Make up a job situation including a chart of proper lines of communication. Give students problems that might arise and have them explain the proper use of lines of communication.
l local employment organization, e his immediate superior.	Educational Design Inc., World of Work I "On The Job, Tape 2

Junior High Vocational Competencies - 4 - Can judge accurately the amount of time required

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JV4.1 Given a specific task which he has completed previously, the student will state the amount of time required to complete the task to within 25% of the time required.

JV4.2* Given a specific task similar to but not identical to a previously accomplished task, the student will estimate the amount of time required to complete the job to the teacher's satisfaction.

Make up a ditto with the hour
day written to the minute.
all on one sheet with as much
beside each time.

8:30
8:31
8:32
8:33

Write the word "start" when
the task and "finish" when h
system has a variety of poss
chart as a reference, discus
amount of time required for
various tasks.

FR-On The Job

Junior High Vocational Competencies - 5 - Budgets time so that job can be completed, takin
on-task and necessary non-task oriented behavior

JV5.1 Given a specific task, the student will state needed preparation for task and the approximate time needed for preparation to the teacher's satisfaction.

JV5.2 Given two or more specific tasks to complete within a given amount of time, the student will budget his time to complete all tasks within the given amount of time.

Use the system mentioned in
plan and stick to schedules.

Set up a reward system for s
schedule. (See SA(M)2)

al Competencies - 4 - Can judge accurately the amount of time required to complete a task

fic task which he has completed
ent will state the amount of time
the task to within 25% of the

fic task similar to but not
ously accomplished task, the
e the amount of time required to
the teacher's satisfaction.

Make up a ditto with the hours of the school day written to the minute. This should be all on one sheet with as much space as possible beside each time.

8:30	12:00
8:31	12:01
8:32	12:02
8:33	12:03

Write the word "start" when the student starts the task and "finish" when he completes it. This system has a variety of possible uses. Using the chart as a reference, discuss or point out the amount of time required for the completion of various tasks.

FR-On The Job

al Competencies - 5 - Budgets time so that job can be completed, taking into consideration on-task and necessary non-task oriented behavior

fic task, the student will state
r task and the approximate time
on to the teacher's satisfaction.

ore specific tasks to complete
of time, the student will
mplete all tasks within the

Use the system mentioned in JV4 to help students plan and stick to schedules.

Set up a reward system for students who stay on schedule. (See SA(M)2)

Junior High Vocational Competencies - 6 - Begins to correlate his time schedule to routine

JV6.1 Given a simulated situation, the student will work at the same pace as other workers to the satisfaction of the teacher.	Observe students while worki projects and vocational acti with students individually w difficulty in this area.
JV6.2 Given a number of tasks to do, the student will schedule them in such a way as to not interfere with the routine of others, to the teacher's satisfaction.	

Junior High Vocational Competencies - 7 - Can sequence activities for the most efficient the task, and maintain on-task behavior without

JV7.1 Given specific tasks which he has previously accomplished, the student will state the correct sequence of activities to efficiently complete the task.	Using the time chart descri students sequence activitie various tasks. See Appendix Sheet
JV7.2 Given a specific task similar but not identical to previously accomplished task, the student will sequence the activities to efficiently complete the task.	
JV7.3 After stating the sequence of activities, the student will correctly complete the tasks maintaining on-task behavior without supervision, 80% of the time.	

nal Competencies - 6 - Begins to correlate his time schedule to routine of others

ulated situation, the student will ce as other workers to the teacher.	Observe students while working on craft projects and vocational activities. Talk with students individually who are having difficulty in this area.
er of tasks to do, the student will ch a way as to not interfere with rs, to the teacher's satisfaction.	

nal Competencies - 7 - Can sequence activities for the most efficient completion of the task, and maintain on-task behavior without supervision

fic tasks which he has previously tudent will state the correct ies to efficiently complete the task.	Using the time chart described in JV4, have students sequence activities involved in various tasks. See Appendix B for Prescription Sheet
ific task similar but not identical plished task, the student will ties to efficiently complete the task.	
g the sequence of activities, the tly complete the tasks maintaining thout supervision, 80% of the time.	

Junior High Vocational Competencies - 8 - Can analyze his own task performance and determin

JV8.1 After completing an assigned task of unsatisfactory or poor quality, the student will state one major reason for the poor quality, to the teacher's satisfaction.	Either discuss the evaluation and vocational or craft proje student or write an evaluatio to the work or give it to the
JV8.2 After completing an assigned task, the student will state one way it could have been improved to the satisfaction of the teacher.	

Junior High Vocational Competencies - 9 - Knows most of the rights and benefits that are in

JV9.1 The student will state at least three of the rights and benefits as a job holder. e.g. minimum wage, lunch hour, maximum hours, overtime pay, coffee break, advancement, equal opportunity, etc. to the teacher's satisfaction.	When studying specific jobs, of the rights and benefits of the likeness and differences ------------------------------ Finney, Help Yourself to a Jo
JV9.2 The student will state at least two financial benefits ("fringe beneftis") which may accompany a job in addition to wages. e.g. life insurance, hospitalization insurance, meals, discounts, etc. (See JV15.3)	

al Competencies - 8 - Can analyze his own task performance and determine ways to improve it

ing an assigned task of unsatis-
ity, the student will state one
poor quality, to the teacher's

ing an assigned task, the student
t could have been improved to the
teacher.

Either discuss the evaluation of classwork and vocational or craft projects with each student or write an evaluation. Attach it to the work or give it to the student.

al Competencies - 9 - Knows most of the rights and benefits that are involved in assuming a job

ill state at least three of the rights
b holder. e.g. minimum wage, lunch
overtime pay, coffee break,
pportunity, etc. to the teacher's

ill state at least two financial
neftis") which may accompany a job
. e.g. life insurance, hospitalization
scounts, etc. (See JV15.3)

When studying specific jobs, keep a notebook of the rights and benefits of each job. Discuss the likeness and differences among jobs.

Finney, Help Yourself to a Job, Part II

Junior High Vocational Competencies - 10 - Understands relationship between wages and hour
payroll deductions. (See JA(T)6)

JV10.1 The student will state to the teacher's satisfaction that when working he must arrive on the job on time and leave at a specific times as determined by the employer.	Make up paragraphs about pa situations including wages, payroll deductions. Discuss the different types why they are taken out. ------------------------ Finney, Help Yourself to a Follett, Accent/World of Wo Pay - Lesson 1 Follett, Accent/Jobs, Paych Educational Design, Inc., W 1: "On the Job" Pruett Pub. Co., Mathematic Wages and Budgets
JV10.2 The student will state to the teacher's satisfaction that his wages are determined by the amount of time he is on the job.	
JV10.3 After computing gross pay, the student will list the two most common deductions such as income tax, social security, retirement workers compensation, insurance, union dues, credit union, etc.	
JV10.4 After computing gross pay and given specific deductions, the student will figure net pay with 90% accuracy.	

Junior High Vocational Competencies - 11 - Knows to ask for further explanation and help

JV11.1 Given a situation in which it is improbable that the student will be able to complete the assignment, the student will ask the teacher for help whenever necessary to the teacher's satisfaction.	Purposely give students tas which they will have to ask or help. Do not volunteer must request it.

nal Competencies - 10 - Understands relationship between wages and hours worked, noting payroll deductions. (See JA(T)6)

will state to the teacher's hen working he must arrive on leave at a specific times as mployer.	Make up paragraphs about particular job situations including wages, hours, and payroll deductions. Discuss the different types of deductions and why they are taken out.
t will state to the teacher's is wages are determined by the s on the job.	Finney, Help Yourself to a Job, Part II Follett, Accent/World of Work, You and Your Pay - Lesson 1 Follett, Accent/Jobs, Paycheck Educational Design, Inc., World of Work 1: "On the Job" Pruett Pub. Co., Mathematics in Living Bk 2, Wages and Budgets
ting gross pay, the student will list deductions such as income tax, social t workers compensation, insurance, union, etc.	
ting gross pay and given specific de- nt will figure net pay with 90% accuracy.	

nal Competencies - 11 - Knows to ask for further explanation and help when in doubt

uation in which it is improbable that able to complete the assignment, the e teacher for help whenever necessary tisfaction.	Purposely give students tasks to do for which they will have to ask for information or help. Do not volunteer help-student must request it.

TERMINAL OBJECTIVE

The student having explored many jobs, will use public and private sources to locate job
evaluate jobs in terms of qualifications and advantages, and will make a realistic selec
on availability of jobs in the community and on his own strengths and weaknesses.

Junior High Vocational Competences - 12 - Knows some public and private sources of job

JV12.1 The student will name at least three (3) public sources of job information (state empolyment agency, radio, television, newspaper, chamber of commerce, etc.) with 100% accuracy.	Make a bulletin board of s information both public an List these on the board an to use each and the kind o each gives.
JV12.2 When asked to name at least three private sources for job information, the student will state these to the satisfaction of the teacher, (friends, teachers, guidance counselors, parents, or employers in their immediate environment).	Firney, Help Yourself to a Love Pub. C., Individualiz Games and Activities pp 9 Follett-Accent/The World o Job, Lesson I
178	179

TERMINAL OBJECTIVE

explored many jobs, will use public and private sources to locate job information, will erms of qualifications and advantages, and will make a realistic selection of jobs based jobs in the community and on his own strengths and weaknesses.

onal Competences - 12 - Knows some public and private sources of job information (See JR8)

t will name at least three (3) public formation (state empolyment agency, newspaper, chamber of commerce, etc.) .	Make a bulletin board of sources of job information both public and private. List these on the board and discuss how to use each and the kind of information each gives.
to name at least three private sources n, the student will state these to the e teacher, (friends, teachers, guidance s, or employers in their immediate	Firney, Help Yourself to a Job, Part I, III Love Pub. C., Individualized Reading Instruction Games and Activities pp 91-93 Follett-Accent/The World of Work, Getting that Job, Lesson I
178	179

Junior High Vocational Competencies - 13 - Uses newspapers to locate jobs and job qualifi

JV13.1 When asked where to find jobs and job qualifications in the newspaper, the student will state in the classified ads section or want ads with 100% accuracy.

JV13.2 Given a newspaper, or want ads, the student will locate the classified ad section with 100% accuracy.

JV13.3 Upon reading jobs and job qualifications in classified ads sections, the student will list the qualifications for 5 jobs advertised therin.

Have students cut out jobs
someday or ones that sound
the ads on a sheet of paper
qualifications necessary, p
on the paper. Include this
as mentioned in JV9.

Give the students copies of
Describe a person in terms
experience, interests, etc.
find a job suitable for him

Finney, Help Yourself to a
Love Pub., Individualized
Games and Activities pp

Junior High Vocational Competencies - 14 - Can describe jobs in terms of tasks and quali

JV14.1 Given a list of 10 community jobs, the student will state at least three job tasks for each.

JV14.2 Given a list of 10 community jobs, the student will state 3 personal job requirements for each e.g. 1) Dairy work requirements : Timing, following directions, being cautious 2) Drug store helper: Working independently, personal appearance, good memory 3) Restaurant worker: Appearance, sociability, accuracy.

JV14.3 Given a list of 10 community jobs, the student will name three skills needed for each (See JV18.1).

Make a job notebook. Visi
job sites as possible. Be
students a list of specifi
out about the job. Put th
book. See JV9, 12, 13

Finney, Help Yourself to a

JUNIOR HIGH
VOCATIONAL COMPETENCIES
CHOOSING A JOB

nal Competencies - 13 - Uses newspapers to locate jobs and job qualifications (See JR 8)

where to find jobs and job he newspaper, the student will state in section or want ads with 100% accuracy.	Have students cut out jobs they might want someday or ones that sound interesting. Tape the ads on a sheet of paper and write the qualifications necessary, person to call, etc. on the paper. Include this in a job notebook as mentioned in JV9.
spaper, or want ads, the student will ed ad section with 100% accuracy.	Give the students copies of classified sections. Describe a person in terms of age, sex, work experience, interests, etc. The first person to find a job suitable for him wins a point.
ng jobs and job qualifications in tions, the student will list the 5 jobs advertised therin.	Finney, Help Yourself to a Job, Part I, II Love Pub., Individualized Reading Instruction Games and Activities pp 91-93.

onal Competencies - 14 - Can describe jobs in terms of tasks and qualifications.

t of 10 community jobs, the student three job tasks for each.	Make a job notebook. Visit as many community job sites as possible. Before going, give the students a list of specific information to find out about the job. Put this information in the book. See JV9, 12, 13
t of 10 community jobs, the student al job requirements for each requirements : Timing, following autious 2) Drug store helper: ly, personal appearance, good memory r: Appearance, sociability, accuracy.	Finney, Help Yourself to a Job, Part II and III
t of 10 community jobs, the student lls needed for each (See JV18.1).	

Junior High Vocational Competencies - 15 - Can describe jobs in terms of their advantages

JV15.1 Given a list of 10 jobs, the student will describe to the teacher's satisfaction, the working hours for each.	See JV9, 12, 13, 14) Finney, Finding Your Job
JV15.2 Given a list of 10 jobs, the student will state to the teacher's satisfaction, how each contributes to society.	
JV15.3 Given a list of 10 jobs, the student will name to the teacher's satisfaction possible fringe benefits of each. (See JV9.2)	
JV15.4 Given a list of 10 jobs, the student will describe each to the teacher's satisfaction in terms of working conditions, e.g. indoors, physically active or sedentary, consistent work pressure or rush hours, working alone or with people, etc.	

Junior High Vocational Competencies - 16 - Can name jobs available in the community (See

JV16.1 Given a list of at least 20 jobs, the student will select those available in his community or nearby with 90% accuracy.	See JV14
JV16.2 The student will name at least 10 occupations available in his community with 100% accuracy.	

nal Competencies - 15 - Can describe jobs in terms of their advantages

t of 10 jobs, the student will describe tisfaction, the working hours for each.	See JV9, 12, 13, 14) Finney, Finding Your Job
of 10 jobs, the student will state isfaction, how each contributes to	
of 10 jobs, the student will s satisfaction possible fringe See JV9.2)	
t of 10 jobs, the student will teacher's satisfaction in terms s, e.g. indoors, physically consistent work pressure or rush or with people, etc.	

al Competencies - 16 - Can name jobs available in the community (See JV18)

of at least 20 jobs, the student will le in his community or nearby with 90%	See JV14
will name at least 10 occupations munity with 100% accuracy.	

Junior High Vocational - 17 - Has job aspirations commensurate with his capabilities

JV17.1 Given a list of 5 jobs, the student will state to the teacher's satisfaction why he would or would not like each.	In this job notebook, have s an evaluation of the job in own ability to perform it.
JV17.2 Given a list of 5 jobs, the student will state to the teacher's satisfaction which of the jobs he is able to perform.	Finney, Help Yourself to a J Finney, Finding Your Job
JV17.3 When asked to name personal job qualifications he possesses (dependability, performance, accuracy, physical stamina, sociability), the student will name five to the satisfaction of the teacher.	
JV17.4 Given a list of the skills required for 5 jobs, the student will name, to the teacher's satisfaction which skills he has, which he could acquire and which he might not be able to acquire.	
JV17.5 Given an actual job situation for which he has the necessary skills and personal qualifications, and having performed the job successfully, the student will evaluate his own performance as successful.	

nal - 17 - Has job aspirations commensurate with his capabilities

of 5 jobs, the student will 's satisfaction why he would ch.	In this job notebook, have students include an evaluation of the job in terms of his own ability to perform it.
of 5 jobs, the student will state isfaction which of the jobs he is	Finney, Help Yourself to a Job Part I and III Finney, Finding Your Job
o name personal job qualifications he lity, performance, accuracy, physical), the student will name five to the teacher.	
of the skills required for 5 jobs, e, to the teacher's satisfaction which he could acquire and which to acquire.	
ual job situation for which he has the personal qualifications,and having ccessfully, the student will evaluate as successful.	

Junior High Vocational Competencies - 18 - Can make an evaluation of selected jobs in the site visits

JV18.1 Following on-site visits of selected community jobs and given a list of personal job qualifications, the student will select 80% of the qualifications needed for each job. (See JV14.3)	Include information in note in previous objectives.
JV18.2 Following on-site visits of selected community jobs, the student will name 80% of the skills required for each job.	
JV18.3 Following observations of selected jobs, the student will name those jobs for which he would best qualify to the teacher's satisfaciton.	
JV18.4 Following observations of at least 5 jobs, the student will state which jobs he would select and which he would not select, and give reasons for his choices to the teacher's satisfaction. Reasons given should indicate consideration of : his personal job qualifications, his interests, and his priorities in terms of job advantages and disadvantages. (See JV17)	

nal Competencies - 18 - Can make an evaluation of selected jobs in the community based on site visits

on-site visits of selected community jobs f personal job qualifications, the student the qualifications needed for each job.	Include information in notebooks as described in previous objectives.
n-site visits of selected community will name 80% of the skills required	
bservations of selected jobs, the student s for which he would best qualify to the ton.	
observations of at least 5 jobs, the which jobs he would select and which , and give reasons for his choices to faction. Reasons given should indicate his personal job qualifications, his priorities in terms of job advantages (See JV17)	

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TERMINAL OBJECTIVE

The EMR learner shall have the necessary skills to apply for, obtain, retain, and make adv
commensurate with his abilities

Junior High Vocational Competencies - 19 - Knows personal and vital statistics and can comp

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JV19.1 The student will verbally give with 100% accuracy the following personal information: full name; sex; address (mailing and/or residence) including city, state and zip code, phone number; age; birthdate in full; place of birth; name of school; parent's name (including mother's maiden name); parent's address, place where parents work; and brothers and sisters name.

JV19.2 The student will tell the difference between manuscript and cursive and indicate when and where each is used in filling in application forms with 100% accuracy (See JW1).

JV19.3 The student will write the date in full (month, day and year) using either the month written out or the date written numerically as requested by the teacher with 100% accuracy. (See JW2.5, JA(T)5)

JV19.4 The student will correctly read and write abbreviations commonly found in application forms such as St., Tr., Blvd., Mr., Mrs., Ms., N., S., Gen., Del., etc. to the teacher's satisfaction . (See JW2.5)

When calling roll have studen
particular part of personal d
personal data. Require studen
date in both forms on daily a

Teach abbreviations as sight

Provide a variety of job appl
to practice filling out. Tea
filling them out as spelling

Finney, Help Yourself to a Jo
Educational Design, Inc., The
Getting a Job Tape 4
Follett, Accent/World of Work
Love Pub. Co. Individualized
Games and Activities

TERMINAL OBJECTIVE

ll have the necessary skills to apply for, obtain, retain, and make advancement in jobs
s abilities

al Competencies - 19 - Knows personal and vital statistics and can complete an application

will verbally give with 100% accuracy
al information: full name; sex; address
dence) including city, state and zip
ge; birthdate in full; place of birth;
nt's name (including mother's maiden
ss, place where parents work; and
name.

will tell the difference between
ve and indicate when and where each
application forms with 100%

will write the date in full (month,
either the month written out or the
lly as requested by the teacher
(See JW2.5, JA(T)5)

will correctly read and write abbre-
nd in application forms such as St.,
, Ms., N., S., Gen., Del., etc. to
ction . (See JW2.5)

When calling roll have students answer with a particular part of personal data required for personal data. Require students to write the date in both forms on daily assignments.

Teach abbreviations as sight vocabulary (See JW2).

Provide a variety of job applications for students to practice filling out. Teach words used in filling them out as spelling words.

Finney, Help Yourself to a Job Part III
Educational Design, Inc., The World of Work 2 : Getting a Job Tape 4
Follett, Accent/World of Work, Getting That Job
Love Pub. Co. Individualized Reading Instruction Games and Activities

JV19.5 Given an application form the student will fill in with 100% accuracy the blanks pertaining to his own vital statistics including : full name, phone number, address, age, sex, birthdate, parents name and address, school and place of employment.

JV19.6 Given an application asking for references, the student will ask the references for permission to use their names and will write the names and addresses of the references without error.

Junior High Vocational Competencies - 20 - Can effectively respond to interview situation

JV20.1 Given a real or simulated job interview, the student will exhibit appropriate courtesies to the teacher's or interviewer's satisfaction. e.g. appropriate greeting and handshake, attentive listening, polite responses, appropriate leaving, etc.

JV20.2 In a real or simulated job interview, the student will answer all questions directly, honestly, and completely and state when an answer is not know to the teacher's or interviewer's satisfaction.

JV20.3 Given a real or simulated job interview. the student will ask appropriate questions to the teachers or interviewers satisfaction, depending upon the specific job and information already supplied. e.g. wages, hours, fringe benefits, exact nature of work, responsibilities, dress, vacation and sick leave, etc.

Look in the film library
subject of the job interv

Discuss DO's and DON'Ts o

Simulate interviews in th

Have an outsider come to
interviews.

Finney, Help Yourself to
Follett, Accent/Workd of
Job -Lesson 2
Educational Design, Inc.,
2: Getting a Job

pplication form the student will fill in
the blanks pertaining to his own vital
ng : full name, phone number, address,
, parents name and address, school and
t.

pplication asking for references, the
e references for permission to use their
e the names and addresses of the ref-
or.

onal Competencies - 20 - Can effectively respond to interview situations

l or simulated job interview, the student
priate courtesies to the teacher's or in-
ction, e.g. appropriate greeting and
e listening, polite responses, appropriate

r simulated job interview, the student will
s directly, honestly, and completely and
r is not know to the teacher's or inter-
on.

l or simulated job interview. the student
e questions to the teacher's or interviewers
nding upon the specific job and information
e.g. wages, hours, fringe benefits, exact
ponsibilities, dress, vacation and sick leave.

Look in the film library for films on the subject of the job interview.

Discuss DO's and DON'Ts of job interviews.

Simulate interviews in the classroom.

Have an outsider come to conduct simulated interviews.

Finney, Help Yourself to a Job, Part I
Follett, Accent/Workd of Work, Getting That Job -Lesson 2
Educational Design, Inc., The World of Work 2: Getting a Job

Junior High Vocational Competencies - 21 - Becomes more proficient in the use of hand tools

JV21.1 The student will identify and demonstrate his ability to use 10 common hand tools to the satisfaction of the teacher. (hammer, screw driver, pliers, wrench, hand saw, jack, rake, shovel, hoe, edger, clippers, file, plane, level, trowel, wheelborrow, paint brush, paint roller, broom, etc.	Most any beginning woodworkin experience with hand tools. extention agent should have 4 projects available. Sears or stores have books with simple industrial arts teacher shoul provide some advice and sugge area.
JV21.2 Given a task and a selection of tools with which to perform the task, the student will choose an appropriate tool with 90% accuracy.	

Junior High Vocational Competencies - 22 - Begins to use power equipment and appliances

JV22.1 Given proper instruction and supervision, the student will properly use 3 power tools to the satisfaction of the teacher (e.g. jig saw, sander, table saw, drill, lathe, etc.).	Unless the EMR teacher is q with power tools, a resourc probably be necessary to pr necessary instruction and s The section on appliances c EMR teacher if the applianc Special arrangements might Home Economics department, and the custodial staff to
JV22.2 Given a task and a selection of power tools to choose from, the student will choose an appropriate tool to complete the task with 90% accuracy.	
JV22.3 Given proper instruction and supervision, the student will properly use 5 of the following appliances to the satisfaction of the teacher: iron, vacuum cleaner, floor scrubber, mixer, toaster, electric can opener, garbage disposal, washing machine, dryer, dishwasher.	

l Competencies - 21 - Becomes more proficient in the use of hand tools

will identify and demonstrate his mon hand tools to the satisfaction mer, screw driver, pliers, wrench, shovel, hoe, edger, clippers, file, wheelborrow, paint brush, paint	Most any beginning woodworking progects provide experience with hand tools. The agricultural extention agent should have 4-H woodworking projects available. Sears or most hardware stores have books with simple projects. The industrial arts teacher should be able to provide some advice and suggestions in this area.
and a selection of tools with which the student will choose an appropriate y.	

l Competencies - 22 - Begins to use power equipment and appliances

instruction and supervision, the student ower tools to the satisfaction of the , sander, table saw, drill, lathe, etc.).	Unless the EMR teacher is qualified to work with power tools, a resource person will probably be necessary to provide students with necessary instruction and supervision.
and a selection of power tools to ent will choose an appropriate tool with 90% accuracy.	The section on appliances can be taught by the EMR teacher if the appliances are available. Special arrangements might be made with the Home Economics department, school cafeteria, and the custodial staff to use their facilities.
instruction and supervision, the use 5 of the following appliances f the teacher: iron, vacuum cleaner, , toaster, electric can opener, hing machine, dryer, dishwasher.	

JV22.4 Given a task and a selection of appliances to choose from, the student will choose an appropriate appliance to complete the task with 90% accuracy.

Junior High Vocational Competencies - 23 - Is capable of determining a variety of solutio problem

JV23.1 Given a task to perform in which there is more than one obvious solution, the student will explain 2 different approaches to the satisfaction of the teacher.

During participation in cra woodwork, etc., purposely p when the occasion presents more than one way to skin a there's more than one way t chop nuts(with a knife or a joints with wood, etc.

Junior High Vocational Competencies - 24 - Reinforces previously learned job skills by su on-campus jobs.

JV24.1 After placement on an on-campus job and given a check-list of skills involved in the job, the student will perform 35% of the skills on the list to the satisfaction of the teacher.

The most common on-compus j school cafeteria, the offic Make a list of the tasks th quired to perform for each students before they assume students at regular interva progress with them.

Junior High Vocational Competencies - 25 - Begins to learn specific job skills necessary

JV25.1 The student will exhibit proficiency, as determined by the teacher, in 50% of the activities listed in Appendix D "Activities Common to Many Jobs"

The only way students will these skills is through sim within the school program o experience.

sk and a selection of appliances to tudent will choose an appropriate ete the task with 90% accuracy.	
onal Competencies - 23 - Is capable of determining a variety of solutions to a single task problem	
sk to perform in which there is more than on, the student will explain 2 different satisfaction of the teacher.	During participation in crafts, cooking, sewing, woodwork, etc., purposely point out to students when the occasion presents itself that "there is more than one way to skin a cat." For example: there's more than one way to put in a zipper, to chop nuts(with a knife or a blender), to make joints with wood, etc.
onal Competencies - 24 - Reinforces previously learned job skills by successfully managing on-campus jobs.	
ement on an on-campus job and given a ls involved in the job, the student will skills on the list to the satisfaction	The most common on-compus jobs are working in the school cafeteria, the office, and with the custodian. Make a list of the tasks that students will be required to perform for each job. Discuss them with students before they assume the jobs. Evaluate the students at regular intervals and discuss their progress with them.
onal Competencies - 25 - Begins to learn specific job skills necessary for variety of jobs	
t will exhibit proficiency, as determined 50% of the activities listed in vities Common to "Many Jobs"	The only way students will gain proficiency in these skills is through simulated situations within the school program or through actual job experience.

SOCIAL COMPETENCIES

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SOCIAL COMPETENCIES

GOAL

Social Competencies - Upon completion of the EMR program the learner will demonstrate soci
skills in self care, discipline, and understanding, and by being proficient in interacting
and communicating to others respecting rights of others, and exhibiting responsibile beha
job and in the community.

TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in physical and psychological self-discipline
appropriate and realistic goals for himself.

Self and Personal Development

Junior High Social - 1 - Practices good personal cleanliness, health habits, and grooming

JS1.1 The student will exemplify good personal cleanliness (clean clothing, clean body parts, etc.) as observed by and to the satisfaction of the teacher.

JS1.2 The student maintains good grooming habits in dress and care of body parts (free from obnoxious odors, clean skin, clean teeth, well groomed hair, etc.) as observed by and to the satisfaction of the teacher.

Discuss the importance of c
with the students. Bring i
cleanliness and grooming -
regular), deoderant (severa
comb, brush, etc. Discuss
be used. Let students make
of posters or make a bullet
of different brands of clea

Continually remind students
using deoderant. Remind th
odors. If there is someone
say something like "Did eve
this morning?" If hints li
offender aside and personal

FR - On The Job

SOCIAL COMPETENCIES

GOAL

- Upon completion of the EMR program the learner will demonstrate social competency by exhibiting , discipline, and understanding, and by being proficient in interacting with people by relating o others respecting rights of others, and exhibiting responsibile behavior to other people on the unity.

TERMINAL OBJECTIVE

demonstrate proficiency in physical and psychological self-discipline, and an ability to set istic goals for himself.

Self and Personal Development

1 - Practices good personal cleanliness, health habits, and grooming

ill exemplify good personal cleanliness ean body parts etc.) as observed by and of the teacher.

maintains good grooming habits in dress ts (free from obnoxious odors, clean ell groomed hair, etc.) as observed faction of the teacher.

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Discuss the importance of cleanliness and good grooming with the students. Bring in several items used for cleanliness and grooming - soap - shampoo (dandruff and regular), deoderant (several types), shaving supplies, comb, brush, etc. Discuss how and how often each should be used. Let students make advertisements in the form of posters or make a bulletin board. Discuss the prices of different brands of cleanliness and grooming items.

Continually remind students of the necessity of washing using deoderant. Remind them that dirty clothes also ca odors. If there is someone in class with an offensive o say something like "Did everyone remember their deoderan this morning?" If hints like this don't work, call the offender aside and personally remind them.

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Junior High Social - 2 - Knows how health practices (nutrition, cleanliness, rest) contribu

JS2.1 The student will state at least 3 basic health rules relating to nutrition, cleanliness, and/or rest such as: eating a well balanced diet, getting the proper amount of rest, caring for his body (bathing, caring for teeth, etc.)

JS2.2 The student will state to the teacher's satisfaction two ways in which diet effects physical appearance. e.g. certain foods are needed for attactive teeth, skin, hair, nails, and for bone development, excess of certain foods contribute to less attractive teeth and skin, diet plays a vital role in physique, etc.

JS2.3 The student will describe to the teacher's satisfaction three clothing conditions which can enhance one's personal appearance. e.g. clean, properly mended, well fitting suitable for the individual, and suitable for the occasion.

JS2.4 The student will state to the teacher's satisfaction at least three reasons why he or she should practice cleanliness habits.

Make a slide series of do's
of health practices. Let s
"Eat a well balanced diet"
setting at a table with eit
"Stay away from junk" - Dre
or paste little "pimple" on
of him eating a candy bar.
the rule being represented.

Make charts of the Basic 4
menu at school in terms of

FR - On the Job.
Follett - Accent/Perosnalit

2 - Knows how health practices (nutrition, cleanliness, rest) contribute to personal appearance

ll state at least 3 basic health rules , cleanliness, and/or rest such as: d diet, getting the proper amount of body (bathing, caring for teeth, etc.)

ll state to the teacher's satisfaction t effects physical appearance. e.g. ded for attactive teeth, skin, hair, evelopment, excess of certain foods tractive teeth and skin, diet plays que, etc.

ll describe to the teacher's othing conditions which can enhance ance. e.g. clean, properly mended, for the individual, and suitable

ll state to the teacher's satisfaction why he or she should practice

Make a slide series of do's and don't's in the way of health practices. Let students role play situations "Eat a well balanced diet" - take a picture of a student setting at a table with either real or simulated food. "Stay away from junk" - Dress a student up to be fat or paste little "pimple" on his face and take a picture of him eating a candy bar. Show the slides and discuss the rule being represented. (See JS1)

Make charts of the Basic 4 food groups. Discuss the dail menu at school in terms of the Basic 4.

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Follett - Accent/Perosnality, You And Your Needs - Lesson

Junior High Social - 3 - Knows his own clothing sizes

JS3.1 Provided with a box of clothing, the student will choose clothing of his approximate size to the teacher's satisfaction.

JS3.2 Given various types of clothing labelled with the size, the student will select proper individual articles of clothing needed for himself to the teacher's satisfaction.

JS3.3 The student will state the size of 5 of the following that are appropriate to him: shoes, socks, stockings, underwear, pants, shirt, blouse, dress, belt, etc.

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Try to arrange a trip to a c
of students to determine the
card for each student with s
write his clothing sizes.

Discuss that sizes vary from
good idea to try things on b
the importance of being clea
trying on clothing. Wear so
if a trip to a store is impo
the card to fill in and ask
clothing they have at home.
something from home that has
others may try on.

3 - Knows his own clothing sizes

a box of clothing, the student will
s approximate size to the teacher's

types of clothing labelled with the
l select proper individual articles
r himself to the teacher's satisfaction

ll state the size of 5 of the following
to him: shoes, socks, stockings,
rt, blouse, dress, belt, etc.

Try to arrange a trip to a clothing store for small groups of students to determine their clothing sizes. Make up a card for each student with spaces provided for him to write his clothing sizes.

Discuss that sizes vary from brand to brand so its a good idea to try things on before buying them. Discuss the importance of being clean and free from odor when trying on clothing. Wear socks or stockings to try on sho If a trip to a store is impossible, give the students the card to fill in and ask them to look for sizes in clothing they have at home. Ask students to bring in something from home that has the size marked in it that others may try on.

Junior High Social - 4 - Selects appropriate apparel (See JS21)

JS4.1 The student will select from samples of clothing, or will describe clothing, appropriate for the following situations: school, church, job interview, and three different social situations such as picnic, prom, informal party, roller skating, etc. to the teacher's satisfaction.

JS4.2 Given a written or oral invitation to a party in which dress is specified, the student will describe clothing he could wear to that party to the teacher's satisfaction.

JS4.3 Given pictures of various styles of clothing and given pictures of people with different body builds, the student will select appropriate clothing for the different figures with 90% accuracy.

JS4.4 The student will describe his own body build including good and poor features to the satisfaction of the teacher.

Arrange a trip to a cloth
group. Have the group s
the task of picking out a
occasion. When the stude
discuss it with the group

Have students choose outf
Let one student pick out
discuss the choices.

FR - On The Job

4 - Selects appropriate apparel (See JS21)

ill select from samples of clothing,
thing, appropriate for the following
church, job interview, and three
uations such as picnic, prom, informal
, etc. to the teacher's satisfaction.

en or oral invitation to a party
ecified, the student will describe
ar to that party to the teacher's

s of various styles of clothing and
ople with different body builds, the
appropriate clothing for the
th 90% accuracy.

ill describe his own body build
oor features to the satisfaction of

Arrange a trip to a clothing store for a small group. Have the group sit down and give each person the task of picking out an outfit for a specific occasion. When the student returns with his choice, discuss it with the group.

Have students choose outfits for particular body builds. Let one student pick out the clothing for another - discuss the choices.

FR - On The Job

Junior High Social - 5 - Is able to plan simple, well-balanced meals

JS5.1 Given a chart of the four basic foods (breads, cereals, and other grains; meat and meat substitutes; milk and milk products; and fruits and vegetables) and a list of 30 food items, the student will list the foods under the appropriate group with 90% accuracy.	Write the names of food item student several cards. Ins cards under the proper food relay - make two teams and to put all its cards in the Fast Thinking exercise - Wri think of in a particular foo (See JS2) (See Appendix B)
JS5.2 Given a chart of the four basic food groups and given daily menus which lack foods from one of the groups, the student will identify which group is lacking from each menu with 90% accuracy.	

Junior High Social - 6 - Can order a well balanced meal at a restaurant

JS6.1 Presented with role playing situation and a menu, the student will order a well balanced meal, as observed by the teacher.	Make a menu on a ditto. Hav his order. Beside each item group it belongs to. Plan to eat at a restaurant Remind students that you are well balanced meals.
JS6.2 Presented with an actual experience, in a restaurant, the student will order from a menu a well balanced meal, as observed by the teacher.	

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5 - Is able to plan simple, well-balanced meals

of the four basic foods (breads, rains; meat and meat substitutes; s; and fruits and vegetables) and ms, the student will list the foods group with 90% accuracy. of the four basic food groups and ch lack foods from one of the groups, tify which group is lacking from curacy.	Write the names of food items on cards. Give each student several cards. Instruct each one to tack his cards under the proper food group. This could be a relay - make two teams and distribute card. First team to put all its cards in the proper place wins. Fast Thinking exercise - Write all the foods you can think of in a particular food group in 30 seconds. (See JS2) (See Appendix B)

6 - Can order a well balanced meal at a restaurant

h role playing situation and a menu, r a well balanced meal, as observed an actual experience, in a restaurant, r from a menu a well balanced meal, acher.	Make a menu on a ditto. Have each student write down his order. Beside each item have him indicate the food group it belongs to. Plan to eat at a restaurant on one of your field trips. Remind students that you are watching to see who orders well balanced meals.

Junior Hign Social - 7 - Can take simple telephone messages and knows emergency precedure f
secure help (See JL4.2, ISp10, ISp11)

JS7.1 Placed in a role playing situation involving the use of the telephone, the student will receive and record a simple message, to the teacher's satisfaction.

JS7.2 When asked to name 4 local agencies that aid in emergencies, the student will cite the fire department, the police department, the hospital, and local funeral homes, etc. with 100% accuracy.

JS7.3 In a role playing situation, the student will correctly dial and report an emergency for a fire, an accident, a robbery, and medical emergency to the teacher's satisfaction.

JS7.4 In a role playing situation, the student will dial 0 for operator, when the number of concern is not readily available, with 100% accuracy.

If there is a telephone in
at the office call your num
to give each student a mess
simulate a phone call to e
he got the message.

Before simulating emergency
emergency to the class and
would call in each case. L
emergency numbers in the lo

Simulate calls to the vario
report an imaginary emergen

Discuss the emergency telep
has one. (Dial 911 and the
streets).

Simulate emergency calls to

7 - Can take simple telephone messages and knows emergency precedure for the telephone operation to secure help (See JL4.2, ISp10, ISp11)

ole playing situation involving the use
e student will receive and record a
he teacher's satisfaction.

name 4 local agencies that aid in
dent will cite the fire department,
t, the hospital, and local funeral
 accuracy.

ying situation, the student will
eport an emergency for a fire, an
and medical emergency to the
on.

ying situation, the student will
when the number of concern is not
th 100% accuracy.

If there is a telephone in your building, have someone at the office call your number. Arrange for this person to give each student a message. If this is not possible simulate a phone call to each student. Check to see if he got the message.

Before simulating emergency phone calls, describe an emergency to the class and have students tell who they would call in each case. Let students look up these emergency numbers in the local telephone directory.

Simulate calls to the various agencies having students report an imaginary emergency.

Discuss the emergency telephone system if your community has one. (Dial 911 and the Emergency telephone on the streets).

Simulate emergency calls to the operator.

Junior High Social - 8 - Recognizes feelings, impulses, drives, and emotions and learns t

JS8.1 Shown pictures or given verbal descriptions of people under various situations, the student will name an appropriate feeling, emotion, drive, etc. being experienced by that person, e.g. happiness, joy, sorrow, lonliness, affection, anger, love, hate, sympathy, etc.

JS8.2 The student will name 3 needs (other than material ones) shared by all people: e.g. love, affection, attention, belonging.

JS8.3 Given the needs of love, affection, and belonging, the student will state to the teacher's satisfaction, an appropriate way to obtain these needs.

JS8.4 The student will state, as a situation occurs involving happiness, sadness, sympathy, the emotion he feels to the teacher's satisfaction.

JS8.5 The student will demonstrate an emotion he feels (anger, empathy, impatience), with adequate control of himself to the teacher's satisfaction.

Have students find pictures
seem to be experiencing par
collage of these pictures a

Pick out particular picture
have ever felt like the per
to share the experience.

Include pictures that show

When an emotional situation
discuss the feeling and act
This may not be possible un
for a day or two.

FR - You
DLM - Faces Of Youth Poster
Follett - Accent/Personalit

- 8 - Recognizes feelings, impulses, drives, and emotions and learns to cope with them.

es or given verbal descriptions of people
tions, the student will name an
, emotion, drive, etc. being experienced
. happiness, joy, sorrow, lonliness,
ove, hate, sympathy, etc.

will name 3 needs (other than material
people: e.g. love, affection,
g.

eds of love, affection, and
ent will state to the teacher's
propriate way to obtain these needs.

will state, as a situation occurs
, sadness, sympathy, the emotion he
r's satisfaction.

will demonstrate an emotion he feels
patience), with adequate control of
her's satisfaction.

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Have students find pictures in magazines of people who seem to be experiencing particular emotions. Make a collage of these pictures and give it a title.

Pick out particular pictures and ask students if they have ever felt like the person in the picture. Ask them to share the experience.

Include pictures that show boy-girl relationships.

When an emotional situation occures in the classroom, discuss the feeling and actions of people involved. This may not be possible until emotions have cooled for a day or two.

FR - You
DLM - Faces Of Youth Posters
Follett - Accent/Personality, You And Your Needs, Lessons 2 and 3

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JS8.6 The student will exhibit appropriate behavior during emotional situations involving other people to the teacher's satisfaction.

JS8.7 When asked how one feels romantically towards the opposit sex, the student will state that the feeling of love and protection and physical attractions are some of the feelings involved, to the teacher's satisfaction.

Junior High Social - 9 - Develops acceptable boy-girl relationships and knows acceptable d

JS9.1 The student will state 3 socially acceptable behaviors expected of a boy, to the teacher's satisfaction e.g. manner of dress and grooming, manner of speaking conduct among others.

JS9.2 The student will state 3 socially acceptable behaviors expected of a girl, to the teacher's satisfaction. e.g. manner of dress, and grooming, manner of speaking, conduct among others.

JS9.3 During conversation and role playing situations, the students will display acceptable behavior, and attitudes towards the concept of a good boy-girl relationship to the teacher's satisfaction.

During daily activities, di
for boys and girls. For ex
difficulty moving something
one of the boys to help her
open doors and pull out cha
expected to allow a gentlem
barging through doors befor
open it.

Role play asking for a date
meeting parents, etc.

FR - You

ill exhibit appropriate behavior
uations involving other people
isfaction.

one feels romantically towards the
dent will state that the feeling of
and physical attractions are some of
, to the teacher's satisfaction.

9 - Develops acceptable boy-girl relationships and knows acceptable dating procedures

ll state 3 socially acceptable a boy, to the teacher's satisfaction and grooming, manner of speaking	During daily activities, discuss appropriate behaviors for boys and girls. For example: If a girl is having difficulty moving something heavy, suggest that she ask one of the boys to help her. Boys are expected to open doors and pull out chairs for girls. Girls are expected to allow a gentleman to be a gentleman by not barging through doors before the boy has a chance to open it. Role play asking for a date, picking up a date at home, meeting parents, etc.
ll state 3 socially acceptable a girl, to the teacher's nner of dress, and grooming, manner among others.	
ation and role playing situations, the acceptable behavior, and attitudes f a good boy-girl relationship to ction.	FR - You

JS9.4 The student will demonstrate his knowledge of acceptable dating procedures by stating or acting out to the teacher's satisfaction, how one asks for and accepts or declines a date including: 1. Introduce one self (boy only) 2. Have planned social event in mind 3. Let girl know the type of event (or occasion) 4. Should be aware of proper attire for the event or occasion (girl or boy) 5. Accepting or politely declining the date.

JS9.5 The student will demonstrate his knowledge of acceptable dating procedures by stating or acting out to the teacher's satisfaction, how one leaves for a date including: 1. Arrive on time 2. Initiate a pleasant conversation 3. Meet parents (optional) 4. Be dressed appropriately 5. Let someone know where you are going and what time to expect your return 6. Have emergency funds (for fare home).

Junior High Social - 10 - Accepts and profits from construtive criticism

JS10.1 When being critisized, the student will display neutral and non-hostile behavior, 90% of the time.

A great deal of tact and un
by the teacher. It must be
reinforced that criticism i
to the student.

JS10.2 After receiving constructive criticism concerning a task and given an opportunity to repeat the task, the student will make the necessary corrections 90% of the time.

ll demonstrate his knowledge of
cedures by stating or acting out
sfaction, how one asks for and accepts
cluding: 1. Introduce one self
planned social event in mind 3. Let
event (or occasion) 4. Should be
e for the event or occasion (girl or
r politely declining the date.

ll demonstrate his knowledge of
cedures by stating or acting out
sfaction, how one leaves for a date
e on time 2. Initiate a pleasant
t parents (optional) 4. Be dressed
t someone know where you are going
ct your return 6. Have emergency

10 - Accepts and profits from construtive criticism

itisized, the student will display
le behavior, 90% of the time.

A great deal of tact and understanding must be exhibited by the teacher. It must be explained and continually reinforced that criticism is necessary and beneficial to the student.

ng constructive criticism concerning
pportunity to repeat the task, the
necessary corrections 90% of the time.

Junior High Social - 11 - Knows and practices care of all property, both personal and publi

JS11.1 When asked where specific items of his personal property should be stored, the student will answer correctly to the teacher's satisfaction. (Clothes-in closets, underwear in drawers, brush-bathroom, etc.)	Discuss with students that c closet will get less wrinkle drawer. Discuss reasons for care of on field trips emphasize pro property.
JS11.2 The student will demonstrate adequate care, storage and use of his personal property in school to the teacher's satisfaction	
JS11.3 The student will state 6 ways to use and/or misuse all school property, while indoors or outdoors to the teacher's satisfaction.	
JS11.4 The student will name six types of public facilities that should be treated with the proper care to the teacher's satisfaction. (e.g. public parks, public transportation. Sidewalks and lawns, highways, recreation centers, movies, etc.)	

SOCIAL COMPETENCIES
JUNIOR HIGH
SELF AND PERSONAL DEVELOPMENT

1 - Knows and practices care of all property, both personal and public

re specific items of his personal red, the student will answer er's satisfaction. (Clothes-in drawers, brush-bathroom, etc.)	Discuss with students that clothing that hangs in a closet will get less wrinkled than things kept in a drawer. Discuss reasons for care of public property. When going on field trips emphasize proper behavior toward public property.
ll demonstrate adequate care, personal property in school to tion	
ll state 6 ways to use and/or erty, while indoors or outdoors to tion.	
ll name six types of public be treated with the proper care faction. (e.g. public parks, public alks and lawns, highways, recreation	

JS11.5 The student will exhibit proper care of and handling of all public property and facilities as observed by and to the satisfaction of the teacher.	
JS11.6 The student will state 3 reasons why one should respect the property of others and public property to the teacher's satisfaction.	
Junior High Social - 12 - Assumes personal responsibilities and is trustworthy	
JS12.1 The student will adjust to and accept changes in regular classroom procedures or routines to the teacher's satisfaction.	Discuss the meaning of the Write a list of responsibil students categorize them as school, or job. Discuss what happens when o
JS12.2 The student will display responsibile behavior by completing and turning in class assignments and projects on time and appearing for appointments and class with promptness to the teacher's satisfaction.	
JS12.3 The student will state three responsibilities of a class member, family member and an employee, to the teacher's satisfaction.	

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ill exhibit proper care of and c property and facilities as e satisfaction of the teacher.	
ill state 3 reasons why one should of others and public property to the n.	
12 - Assumes personal responsibilities and is trustworthy	
ill adjust to and accept changes procedures or routines to the teacher's	Discuss the meaning of the word "responsibility." Write a list of responsibilities on the board and have students categorize them as responsibilities to family, school, or job. Discuss what happens when one fails to meet responsibiliti
ill display responsibile behavior ning in class assignments and projects for appointments and class with cher's satisfaction.	
ill state three responsibilities of y member and an employee, to the n.	

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TERMINAL OBJECTIVE

The EMR learner will demonstrate an understanding of the responsibilities of family member
and compromise with others in the family, and knowledge of household management skills.

Self and the Family

Junior High Social - 13 - Understands the roles of family members and their responsibiliti

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JS13.1 The student will state three responsibilities of families such as: provide financial support of children provide for education and training of children, provide a comfortable home for the family members, provide emotional support and some of the non-material needs of family members (love, affection, attention, belonging, etc.)

JS13.2 The student will state to the teacher's satisfaction three responsibilities all family members have for each other, e.g. respect for privacy, compromising when necessary, sharing in work around the house, listening to each other, helping each other, trusting and being trustworthy, etc.

JS13.3 The student will state to the teacher's satisfaction 4 special responsibilities of parents. e.g. providing economic support of children, seeing that children get medical care, providing for education, training, and socialization of children, providing for safety of children, helping children develop feelings of self-worth and independence, etc.

Make a list of family resp
indicate for which family

Discuss why it is importan
part.

Encourage students to rela
If these are unpleasant en
their own family of the fu

Ask students to suggest th
help take some of the resp

FR - Foundations of Citize
Fearon, The young American
McGraw-Hill Filmstrips, Ch

SOCIAL COMPETENCIES
JUNIOR HIGH
SELF AND FAMILY

TERMINAL OBJECTIVE

demonstrate an understanding of the responsibilities of family members, an ability to cooperate others in the family, and knowledge of household management skills.

Self and the Family

13 - Understands the roles of family members and their responsibilities

will state three responsibilities provide financial support of children n and training of children, provide a the family members, provide d some of the non-material needs ove, affection, attention, belonging,	Make a list of family responsibilities and have students indicate for which family members each is appropriate. Discuss why it is important for each member to do his part. Encourage students to relate to their own family situatio If these are unpleasant encourage students to try to make their own family of the future better. Ask students to suggest things they could do at home to help take some [illegible] responsibility off their parents. FR - Foundations of Citizenships, Book One Fearon, The young American Series, In Your Family McGraw-Hill Filmstrips, Child Care and Development
will state to the teacher's satisfaction s all family members have for each for privacy, compromising when work around the house, listening g each other, trusting and being	
ill state to the teacher's satisfaction ities of parents. e.g. providing hildren, seeing that children get ng for education, training, and dren, providing for safety of dren develop feelings of self-worth	

JS13.4 Presented with a simulated family situation, the student will pick out what family member is fulfilling which role with 80% accuracy.

JS13.5 Presented with a simulated family situation which is in story form in which one member is not fulfilling his responsibilities, the student will project one possible outcome to the satisfaction of the teacher.

Junior High Social - 14 - Knows the roles of family members in the community

JS14.1 The student will describe to the teacher's satisfaction one way a family is like a small community e.g. work toward common goals, line of authority, each member has contribution to make, etc.

JS14.2 Given a real or hypothetical community problem (e.g. getting people to the polls, providing a place for children to play, understaffed hospital, etc.) , the student will state at least one way his family could help.

JS14.3 The student will name at least one organization for children or teenagers and one for adults which carry on community service project. e.g. Scouts, FFA and FHA, Church groups, Rotary, Jacees, Lyons, etc.

Expand the concept of the f
neighborhood as a community

Discuss responsibilities th
community and what can happ

Start a project or work on
a community group with whic

FR - Foundations of Citizen
Fearon, The Young American
Community

n a simulated family situation,
out what family member is fulfilling
ccuracy.

n a simulated family situation which is
n one member is not fulfilling his
student will project one possible
action of the teacher.

4 - Knows the roles of family members in the community

ill describe to the teacher's
a family is like a small community
on goals, line of authority, each
on to make, etc.

or hypothetical community problem
to the polls, providing a place for
rstaffed hospital, etc.) , the
least one way his family could

ill name at least one organization
ers and one for adults which
vice project. e.g. Scouts, FFA and
tary, Jacees, Lyons, etc.

Expand the concept of the family as a community to the neighborhood as a community to the community as a whole.

Discuss responsibilities that individuals have to the community and what can happen if these are not met.

Start a project or work on a project in conjunction with a community group with which the student can identify.

FR - Foundations of Citizenships, Book One, Ch. 3
Fearon, The Young American Series, In Your Family, In You
Community

JS14.4 Given tne opportunity to participate in a community service project, the student will participate in at least one such project. e.g. baby-sitting while people vote, picking up litter, planting trees and shrubs, visiting the elderly, collecting for UNICEF, collecting paper and aluminum etc.

Junior High Social - 15 - Demonstrates pride in family life

JS15.1 In private talks or class discussion, the student will respond in a positive manner (a smile, positive comment,etc.) when reference is made to his family 75% of the time.

Encourage students to appre
"Family Appreciation Week".
special things for parents.
Invite parents to school fo

JS15.2 In private talks or class discussions, the student will spontaneously contribute positive information about his family and their activities three times during the school year.

Junior High Social - 16 - Achieves understanding of his position and contribution to the h

JS16.1 The student will state to the satisfaction of the teacher, two things he does or can do at home to make things operate more smoothly and explain what happens if he does not fulfill his responsibility.

Discuss the **legal** relations
(See JS13)

JS16.2 Given a simulated situation in which there is a conflict between parent or guardian and the child who

ortunity to participate in a
ject, the student will participate
project. e.g. baby-sitting while
up litter, planting trees and shrubs,
collecting for UNICEF, collecting
c.

15 - Demonstrates pride in family life

lks or class discussion, the student
itive manner (a smile, positive
ference is made to his family 75%

Encourage students to appreciate their families. Have "Family Appreciation Week". Encourage students to do special things for parents. Make gifts for parents. Invite parents to school for refreshments.

lks or class discussions, the
ously contribute positive
family and their activities
e school year.

6 - Achieves understanding of his position and contribution to the home

ll state to the satisfaction of the
does or can do at home to make
oothly and explain what happens
his responsibility.

Discuss the **legal** relationship between parent and child (See JS13)

ted situation in which there is
ent or guardian and the child who

Junior High Social - 17 - Knows good housekeeping

JS17.1 Provided with the opportunity of working in a kitchen (or where facilities are unavailable, given pictures or models of a kitchen), the student will list all the things in the kitchen which must be cleaned, how often they must be done, and equipment and supplies needed for these chores.

JS17.2 Provided with the opportunity of working in a bathroom (or where facilities are unavailable, given pictures or models of a bathroom), the student will list all of the things in the bathroom which must be cleaned, how often they must be done, and equipment and supplies needed.

JS17.3 Provided with the opportunity of working in a living room (or where facilities are unavailbale, given pictures or models of living room), the student will list of all of the things in the living room which must be cleaned, how often they must be done, and equipment and supplies needed.

JS17.4 Provided with the opportunity of working in a bedroom (or where facilities are unavailable, given pictures or models of bedrooms), the student will list all of the things in the bedroom which must be cleaned, how often they must be done, and equipment and supplies needed.

Ask students to name the dif
and describe the furniture o
in each room. Write the nam
students name as many chores
be done there. Have them na
and describe procedures for
common types of cleaning age
the labels and discuss. (Se

Fearon Young American Series

17 - Knows good housekeeping

the opportunity of working in a
ilities are unavailable, given pictures
), the student will list all the
which must be cleaned, how often
equipment and supplies needed for

the opportunity of working in a
cilities are unavailable, given
a bathroom), the student will list
he bathroom which must be cleaned,
done, and equipment and supplies

the opportunity of working in a living
ies are unavailbale, given pictures
om), the student will list of all of
ng room which must be cleaned, how
e, and equipment and supplies needed.

the opportunity of working in a
lities are unavailable, given
bedrooms), the student will list
he bedroom which must be cleaned,
done, and equipment and supplies

Ask students to name the different roomes in most homes and describe the furniture or other facilities usually fou in each room. Write the name of a room on the board. Hav students name as many chores as they can think of that mus be done there. Have them name the kinds of cleaning produ and describe procedures for using them. Bring some of the common types of cleaning agents and tools to class. Read the labels and discuss. (See Appendix F)

Fearon Young American Series, In Your Family

JS17.5 The student will demonstrate the ability to properly complete at least 50% of the household chores in Appendix F to the satisfaction of the teacher. (Note: If facilities are unavailable at the school the student may complete the tasks at a private home with results being reported to teacher.)

Junior Hign Social - 18 - Understands home utilities and maintenance (See JC19)

JS18.1 The student will state the sources of water in his home (i.e., well or city water) with 100% accuracy.

JS18.2 Given a circuit breaker box or fuse box, the student will demonstrate to the teacher's satisfaction how to turn on a circuit or change a fuse.

JS18.3 The student will describe one circumstance under which the electricity, gas, and water should be turned off to the teacher's satisfaction.

JS18.4 The student will describe or demonstrate to the teacher's satisfaction how to turn off one of the following: the electricity, the gas, or the water.

If students don't know the
ask at home and report bac
utilities plant or sewer p

Show the students circuit
school.

Have students find out whe
water and electricity in t
would be necessary.

will demonstrate the ability to least 50% of the household chores e satisfaction of the teacher. (Note: If ilable at the school the student ks at a private home with results acher.)	
18 - Understands home utilities and maintenance (See JC19)	
will state the sources of water in or city water) with 100% accuracy.	If students don't know the source of their water have the ask at home and report back. Take a trip to the city utilities plant or sewer plant.
uit breaker box or fuse box, the student the teacher's satisfaction how to turn ge a fuse.	Show the students circuit breaker boxes or fuse boxes at school.
will describe one circumstance under , gas, and water should be turned off sfaction.	Have students find out where and how to turn off the water and electricity in their homes. Discuss when this would be necessary.
will describe or demonstrate to the n how to turn off one of the icity, the gas, or the water.	

JS18.5 The student will demonstrate to the teacher's satisfaction how to change a light bulb.

JS18.6 Given a choice of tools for yard maintenance, the student will select the appropriate tools for three different tasks. e.g. mowing grass, raking, trimming shrubery.

Junior High - 19 - Knows about repair services

JS19.1 The student will name two home repair services a homeowner might need. e.g. roofing, plumbing, electrical.

JS19.2 The student will name three major appliances which may need repair. e.g. washing machine, T.V., refrigerator, oven, etc.

JS19.3 Given a real or hypothetical situation in which a major appliance needs repair, the student will locate contact and get an estimate from a repair service to the teacher's satisfaction.

JS19.4 Given an estimate for repair of a major or small applicance not under warrantee and given the cost of a new appliance, the student will compute the difference and determine whether the repair is economically worthwhile to the teacher's satisfaction.

Discuss with the students
a home that might need repa
personal experiences along
importance of buying applia
services from a company tha

Show pictures of items and
them - JS19.3 and JS19.4.

Make up repair bills or bri
to analyze.

ll demonstrate to the teacher's ange a light bulb.	
of tools for yard maintenance, t the appropriate tools for three mowing grass, raking, trimming	
ws about repair services	
l name two home repair services a e.g. roofing, plumbing, electrical.	Discuss with the students the kinds of things around a home that might need repair. Encourage them to share personal experiences along this line. Discuss the importance of buying appliances that require repair services from a company that furnishes these services. Show pictures of items and make up situations concerning them - JS19.3 and JS19.4. Make up repair bills or bring in real ones for students to analyze.
l name three major appliances e.g. washing machine, T.V., .	
hypothetical situation in which s repair, the student will locate mate from a repair service to the	
te for repair of a major or small rrantee and given the cost of a dent will compute the difference and epair is economically worthwhile to on.	

JS19.5 Given a repair bill, the student will indicate the cost of parts, labor, tax, and the total cost with 100% accuracy.

Junior High Social - 20 - Is aware of the necessity for family budgeting and knows role of
of money (See JA(M)6)

JS20.1 The student will state to the teacher's satisfaction why family budgeting is necessary.

See JA(M)6 for activities a

JS20.2 The student will name the person or persons in a household normally responsible for budgeting family income, to the teacher's satisfaction.

JS20.3 The student will list at least six items that should appear on a budget. e.g. food, shelter (or housing, rent, etc.), medical expenses, utilities, incidental household items, transportation, savings, employment expenses, extra spending or micellaneous.

r bill, the student will indicate the tax, and the total cost with 100%	
20 - Is aware of the necessity for family budgeting and knows role of parents in wise budgeting of money (See JA(M)6)	
ll state to the teacher's satisfaction s necessary.	See JA(M)6 for activities and resources concerning budget
ll name the person or persons in esponsible for budgeting family 's satisfaction.	
ll list at least six items that get. e.g. food, shelter (or medical expenses, utilities, tems, transportation, savings, xtra spending or micellaneous.	

Junior High Social - 21 - Selects and cares for family clothing (See JS4)

JS21.1 Given a catalog or pictures of clothing, the student will list or make a chart of realistic clothing needs for a woman, a man, a boy, a girl, and a baby living in a given location, to the teacher's satisfaction.

JS21.2 Given two or more similar articles of clothing, the student will describe to the teacher's satisfaction, the difference (if any) between the articles as relating to eight of the following (1) size (2) style and color (3) quality of materials or workmanship (4) price (5) needed care (6) appropriatness for different occassions (7) appropriatness to individual (8) appropriatness to weather (9) comfort (10) predicted length of wearability.

JS21.3 Given a real or simulated situation in which a new article of clothing is needed for himself or another family member, and given at least three examples of that article, the student will select one and explain to the teacher's satisfaction why he selected that one above the others.

JS21.4 Given labels from clothing describing laundering or cleaning instructions, the student will read the label and describe what the instructions mean to the teacher's satisfaction.

Give out catalogs and instr
suitable for a given reason
etc. First student to find
point.

Bring in several common was
examples on ditto masters a
Ask students to bring somet
a label. Discuss why these
experiences of ruining arti
washing procedures.

Encourage students to bring
repair.

Have each student make an
(See JS4)

McGraw Hill Filmstrips, Ch
Clothing Needs of Children

- 21 - Selects and cares for family clothing (See JS4)

alog or pictures of clothing, the student chart of realistic clothing needs for a , a girl, and a baby living in a given acher's satisfaction.

r more similar articles of clothing, the be to the teacher's satisfaction, any) between the articles as relating lowing (1) size (2) style and color rials or workmanship (4) price appropriatness for different occassions to individual (8) appropriatness to (10) predicted length of wearability.

or simulated situation in which a new is needed for himself or another given at least three examples of that will select one and explain to the ion why he selected that one above

from clothing describing laundering tions, the student will read the label he instructions mean to the teacher's

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Give out catalogs and instruct students to find clothing suitable for a given reason like work shoes, dress jacke etc. First student to find an appropriate item wins a point.

Bring in several common washing labels or draw some examples on ditto masters and discuss the terms used. Ask students to bring something from home that has such a label. Discuss why these labels are important. Share experiences of ruining articles because of incorrect washing procedures.

Encourage students to bring clothing that is in need of repair.

Have each student make an apron.
(See JS4)

McGraw Hill Filmstrips, Child Care and Development: Clothing Needs of Children

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JS21.5 Given a washable article of clothing which may bleed, the student will test it for colorfastness and determine whether it must be washed separately, to the teacher's satisfaciton.

JS21.6 In a school laundering center, a private home, or a laundromat, the student will correctly use an automatic washing machine to the teacher's or supervisor's satisfaction including: not overloading the machine, using appropriate amounts of detergent and other laundry aids, and correctly operating the machine.

JS21.7 The student will demonstrate to the teacher's satisfaction how to make 3 of the following sewing repairs including selecting appropriate materials, using equipment correctly, using appropriate stetches and technique: sew a button on a shirt or blouse, sew a button on a coat , repair a split seam (by hand), repair a hem.

JD21.8 Given help from the teacher with measuring and pinning a hem, the girl student will lengthen or shorten a skirt or dress selecting and using appropriate materials and stitches to the satisfaction.

JS21.9 The girl student will sew a straight seam using a sewing machine, to the teacher's satisfaction.

ble article of clothing which may
ll test it for colorfastness and
must be washed separately, to the
n.

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aundering center, a private home,
student will correctly use an
hine to the teacher's or supervisor's
g: not overloading tne machine, using
f detergent and other laundry aids,
ng the machine.

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ill demonstrate to the teacher's
ake 3 of the following sewing
ecting appropriate materials, using
using appropriate stetches and
on on a shirt or blouse, sew a button
split seam (by hand), repair a hem.

---

om the teacher with measuring and
rl student will lengthen or shorten
cting and using appropriate materials
tisfaction.

---

nt will sew a straight seam using
the teacher's satisfaction.

Junior High Social - 22 - Knows the importance of proper care of infants

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JS22.1 The student will explain to the teacher's satisfaction the meaning of the term "prenatal care".

JS22.2 The student will explain to the teacher's satisfaction why sufficient prenatal care is necessary.

JS22.3 The student will name three infant needs which must be provided by parents. e.g. food, clothing, shelter, protection, love.

JS22.4 The student will state one consequence of an infant lacking each of the following: food, clothing, shelter, protection, love.

JS22.5 The student will name the two ways of feeding an infant, i.e., breast or bottle feeding.

JS22.6 Given 4 different circumstances, the student will list appropriate infant clothing, for those circumstances (e.g. asleep on a warm evening, outdoors, on a cool day, etc.)

Invite a nurse or doctor to
prenatal care.

Bring in some basic baby ca
the use of each. If possib
baby. Take slides and have
to go along with each slide

McGraw Hill Filmstrips, Inf
1 and 2.

22 - Knows the importance of proper care of infants

will explain to the teacher's
ning of the term "prenatal care".

will explain to the teacher's
fficient prenatal care is necessary.

will name three infant needs which
parents. e.g. food, clothing, shelter,

will state one consequence of an
of the following: food, clothing,
love.

will name the two ways of feeding an
or bottle feeding.

erent circumstances, the student will
ant clothing, for those circumstances
rm evening, outdoors, on a cool day,

Invite a nurse or doctor to talk with students about prenatal care.

Bring in some basic baby care items if possible. Discuss the use of each. If possible have someone bring in a rea baby. Take slides and have students write a narrative to go along with each slide.

McGraw Hill Filmstrips, Infant Care and Development, Sets 1 and 2.

JS22.7 Given an infant size doll, the student will demonstrate to the teacher's satisfaction the proper way to hold an infant for feeding and bathing.

ant size doll, the student will
eacher's satisfaction the proper way
r feeding and bathing.

TERMINAL OBJECTIVE

The EMR learner will demonstrate respect for the rights and property of others and the res
citizenship. He will have sufficient knowledge of community services such that he can liv

Junior High Social - 23 - Achieves proper conduct in classroom, restroom, hall, and audito

JS23.1 The student will conduct himself properly in classroom, restroom, halls, auditorium, etc. to the teacher's satisfaction 80% of the time.	Give special priviledges to going to lunch early (if ac rules), going to the store doing a crafts project, etc

Junior High Social - 24 - Achieves satisfactory relationships with all school personnel

JS24.1 During daily school activities, the student will show proper respect towards all school personnel to the satisfaction of the teacher.	Discuss the expected attitu Involve as many school pers program.

Junior High Social - 25 - Knows and practices proper care of all property, both personal a
to do

JS25.1 The student shows proper care of personal property such as clothing,supplies (example: Pencil, pocket money, notebook) to the teacher's satisfaction.	Instill the idea that it is personal and school propert daily. If the students kno important, they are more li

TERMINAL OBJECTIVE

demonstrate respect for the rights and property of others and the responsibilities of good
l have sufficient knowledge of community services such that he can live independently

23 - Achieves proper conduct in classroom, restroom, hall, and auditorium	
will conduct himself properly in halls, auditorium, etc. to the on 80% of the time.	Give special priviledges to those who have been good like going to lunch early (if acceptable according to school rules), going to the store to buy supplies for projects, doing a crafts project, etc.
24 - Achieves satisfactory relationships with all school personnel	
school activities, the student will towards all school personnel to the teacher.	Discuss the expected attitude toward school personnel. Involve as many school personnel as possible in the program.
25 - Knows and practices proper care of all property, both personal and public and encourages other to do	
shows proper care of personal property plies (example: Pencil, pocket the teacher's satisfaction.	Instill the idea that it is important to take care of personal and school property by continually emphasizing i daily. If the students know the teacher thinks it is important, they are more likely to respond accordingly.

JS25.2 The student will show proper care of school property such as tables, desks, walls, floors, restrooms, etc. to the teacher's satisfaction.	
JS25.3 Given a mock situation in which another student is about to deface or destroy property, the student will attempt to convince the other student not to do so, to the teacher's satisfaction.	
Junior High Social - 26 - Practices emergency procedures for fire and storms (See JS 7, JP1	
JS26.1 Upon hearing a fire alarm, the student will demonstrate correct evacuation procedures to the teacher's satisfaction.	Practice the fire alarm proc can perform satisfactorally fire situations. Make poste cautions: Unplug electrical items in the yard, etc.
JS26.2 Given an actual or simulated storm watch, the student will state 2 precautions he can take to the teacher's satisfaction.	

ll show proper care of school s, desks, walls, floors, teacher's satisfaction.	
ituation in which another student destroy property, the student will e other student not to do so, to tion.	
6 - Practices emergency procedures for fire and storms (See JS 7, JP14)	
fire alarm, the student will acuation procedures to the .	Practice the fire alarm procedures until the students can perform satisfactorally during fire drills or actual fire situations. Make posters showing storm watch precautions: Unplug electrical appliances, bring in loose items in the yard, etc.
l or simulated storm watch, the recautions he can take to the .	

Junior High Social - 27 - Knows various procedures for civil defense, farm accidents, and
(See JS7, JP15, JP16)

JS27.1 After listening to a radio civil defense broadcast test, the student will state to the teacher's satisfaction, what he would do in a real civil defense emergency.

JS27.2 The student will state at least one building in the community designated for civil defense.

JS27.3 Presented with situations involving farm accidents, the student will state the proper emergency procedures to the satisfaction of the teacher.

JS27.4 Presented with situations involving construction accidents, the student will state the proper emergency procedures to the satisfaction of the teacher.

Contact your local civil de
information. See publicati

Invite the agriculture teac
agent, to talk about farm s
accidents that are common.

U.S. Government Printing Of
In Time of Emergency

27 - Knows various procedures for civil defense, farm accidents, and construction accidents (See JS7, JP15, JP16)

ing to a radio civil defense broadcast ll state to the teacher's e would do in a real civil defense	Contact your local civil defense office for this information. See publication below. Invite the agriculture teacher, or agricultural extentio agent, to talk about farm safety and the types of accidents that are common. U.S. Government Printing Office : 1969 0-352-860, *In Time of Emergency*
will state at least one building in the for civil defense.	
th situations involving farm accidents, te the proper emergency procedures to the teacher.	
th situations involving construction nt will state the proper emergency tisfaction of the teacher.	

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Junior High Social - 28 - Practices group participation

JS28.1 The student will participate in group situations such as reading group, team sports, class projects, field trips, etc. to the satisfaction of the teacher.	Try to create a cooperativ Give students many opportu groups.

Junior High Social - 29 - Recognizes the contribution of group activities

JS29.1 Following a group activity, the student will describe the contribution made by each member to the teacher's satisfaction.	After the completion of gr and evaluate the activity. rate each other secretly on
JS29.2 Following the successful completion of a group activity, the student will describe to the teacher's satisfaction 2 alternate consequences which might have occured had one member not contributed (e.g. activity might not have occured had one member not contributed; activity might not have been successful; other members would have had to contribute more).	

- 28 - Practices group participation

t will participate in group situations oup, team sports, class projects, o the satisfaction of the teacher.	Try to create a cooperative atmosphere among students. Give students many opportunities to work together in groups.

- 29 - Recognizes the contribution of group activities

group activity, the student will bution made by each member to the ion.	After the completion of group projects take time to discu and evaluate the activity. If appropriate, let students rate each other secretly on their performance.
he successful completion of a group nt will describe to the teacher's rnate consequences which might have ber not contributed (e.g. activity red had one member not contributed; have been successful; other members ontribute more).	

Junior High Social - 30 - Participates in preparation for meeting new situations - social

JS30.1 The student will state appropriate actions if a new student or teacher joins the class, if another student gets ill or dies, if he is falsely accused by another, etc. to the teacher's satisfaction.	Discuss the importance of a Role play situations. As n classroom discuss proper co
JS30.2 Given a situation in which he is a new member of a group, (e.g. moving to a new home, beginning a new job, etc.), the student will name two things he can do to become part of the group, to the teacher's satisfaction.	
JS30.3 Given an example of being placed in a new situation such as a fromal dinner, a different church, etc., the student will describe to the teacher's satisfaction one way he can adjust to this situation.	
JS30.4 Presented with a situation such as being short changed, trying to purchase an item without enough money, etc., the student will state possible correct procedures to these situations to the satisfaction of the teacher.	

30 - Participates in preparation for meeting new situations - social and economic

will state appropriate actions if a er joins the class, if another student he is falsely accused by another, s satisfaction.	Discuss the importance of adjusting to new situations. Role play situations. As new situations arise in the classroom discuss proper conduct.
ation in which he is a new member of g to a new home, beginning a new job, ill name two things he can do to become o the teacher's satisfaction.	
nple of being placed in a new fromal dinner, a different church, l describe to the teacher's he can adjust to this situation.	
h a situation such as being short purchase an item without enough money, l state possible correct procedures to the satisfaction of the teacher.	

Junior High Social - 31 - Knows characteristics of good leadership and good follower-ship

JS31.1 The student will state 3 characteristics of good leadership to the teacher's satisfaction.	Discuss qualities like: Le ahead, be sure everyone has communicate clearly, etc. follow direction, don't try
JC31.2 The student will state three characterisitcs that make a good follower.	
JS31.3 Placed in a leadership role, the student will exhibit at least one good leadership quality as observed by and determined by the teacher.	
JS31.4 Placed in a situation in which he is a follower, the student will exhibit at least one good quality of a follower, as observed by and determined by the teacher.	

31 - Knows characteristics of good leadership and good follower-ship

ill state 3 characteristics of good cher's satisfaction.	Discuss qualities like: Leader: don't be bossy, plan ahead, be sure everyone has something to do, speak and communicate clearly, etc. Follower; Pay attention, follow direction, don't try to be boss, etc.
ill state three characterisitcs ower.	
eadership role, the student will good leadership quality as observed the teacher.	
ituation in which he is a follower, the at least one good quality of a by and determined by the teacher.	

Junior High Social - 32 - Understands the consequences of choosing company unwisely

JS32.1 The student will describe to the teacher's satisfaction what is meant by "good" company and "poor" company.	Talk with students about t choosing company unwisely with that person, poor com etc.
JS32.2 The student will state three possible consequences resulting from choosing "poor" company to the teacher's satisfaction.	

Junior High Social - 33 - Is able to resolve conflicts in nonagressive ways and can make

JS33.1 In a situation of conflict, the student will state a nonagressive way to resolve this conflict to the teacher's satisfaction.	Role play conflict situati situation and have each st Read these anonymously to Brainstorming: Give a conf suggest any ideas they have without regard to worth or more suggestions are made, decide which are most likel
JS33.2 In an actual situation of conflict, the student will attempt to solve the conflict in a nonagressive way as observed by and to the satisfaction of the teacher.	

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- 32 - Understands the consequences of choosing company unwisely

will describe to the teacher's s meant by "good" company and "poor"	Talk with students about the possible consequences of choosing company unwisely - people will associate you with that person, poor company may get you in trouble, etc.
will state three possible consequences sing "poor" company to the teacher's	

- 33 - Is able to resolve conflicts in nonagressive ways and can make and accept apologies graciousl

ion of conflict, the student will state to resolve this conflict to the ion.	Role play conflict situations. Describe a conflict situation and have each student write a possible solutio Read these anonymously to the class and discuss. Brainstorming: Give a conflict situation. Have students suggest any ideas they have and list all on the board without regard to worth or appropriatness. When no more suggestions are made, discuss all the ideas and decide which are most likely to help the situation.
situation of conflict, the student ve the conflict in a nonayressive nd to the satisfaction of the teacher.	

Junior High Social - 34 - Accepts with courtsey other classmates and their contributions

JS34.1 The student will demonstrate daily courtesy toward classmates, school mates, teachers, etc. as observed by and to the satisfaction of the teacher.	Encourage courtesy at all t students to be polite. Set a "Courtesy Award of the We
JS34.2 The student will acknowledge the contributions and help of his classmates with an appropriate word or gesture ("Thanks", and nod and a smile, etc.) 80% of the time observed by the teacher.	

Junior High Social - 35 - Can identify the family service personnel and knows when each wo dentist, druggist)

JS35.1 In situations requiring a doctor or dentist, the student will state "We need a doctor; Call Dr.(Name) ."	Make a list of some of the and clergymen. Make up a simulated situati to write the name and profe person to call.
JS35.2 In a situation requiring aid, charity, or benevolence (Example burnt-out home, theft), the student will state "We should call Rev. (Name) ."	
JS35.3 In a situation in which medicine is needed, the student will state he would go to the druggist.	

34 - Accepts with courtsey other classmates and their contributions

will demonstrate daily courtesy toward ates, teachers, etc. as observed by ion of the teacher.	Encourage courtesy at all times. Continually remind students to be polite. Set a good example. Have a "Courtesy Award of the Week." Let students vote.
will acknowledge tne contributions smates with an appropriate word or nd nod and a smile, etc.) 80% of the teacher.	

35 - Can identify the family service personnel and knows when each would be needed (doctor, clergym dentist, druggist)

s requiring a doctor or dentist, the We need a doctor; Call Dr.(Name) ."	Make a list of some of the local doctors, dentists, and clergymen. Make up a simulated situation and instruct students to write the name and profession of an appropriate person to call.
on requiring aid, charity, or burnt-out home, theft), the student d call Rev. (Name) ."	
on in which medicine is needed, the would go to the druggist.	

Junior High Social - 36 - Knows about various services (telephone, telegraph, electricity;
transportation services, hospital and health services, emergency services, fire rescue squa

JS36.1 Given a list of services, the student will name those available in his community with 90% accuracy.

JS36.2 Given a need for a service which is not available in his community, the student will use previous knowledge, newspaper, or telephone book to locate that service in a nearby community.

Write a list of services on
books have students find ou
available in the community.

If services are not availab
where they can be obtained

Fearon, Young American Seri

Junior High Social - 37 - Knows location of parks, stores, recreational areas, and other co
to everyday living

JS37.1 The student will give the name and location of the major park, store, movie theater and hospital when asked by the teacher.

JS37.2 The student will give directions to 5 community facilities in relation to the school to the teacher's satisfaction.

JS37.3 When presented with a simplified map of the town, the student will write where each facility is to the satisfaction of the teacher.

Have the class as a whole d
the places mentioned.

Fearon, Young American Seri

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36 - Knows about various services (telephone, telegraph, electricity; newspaper, milk delivery, fuel
es, hospital and health services, emergency services, fire rescue squad, police, ambulance)

of services, the student will name community with 90% accuracy.	Write a list of services on the board. Using telephone books have students find out if these services are available in the community. If services are not available locally, find out where they can be obtained nearby. --- Fearon, Young American Series, In Your Community
for a service which is not available in udent will use previous knowledge, he book to locate that service in a	

37 - Knows location of parks, stores, recreational areas, and other community facilities important to everyday living

ll give the name and location of the vie theater and hospital when asked	Have the class as a whole draw a simple map showing the places mentioned. --- Fearon, Young American Series, In Your Community
ll give directions to 5 community to the school to the teacher's	
with a simplified map of the town, where each facility is to the acher.	

Junior High Social - 38 - Knows location of city, town or village in relation to county or

JS38.1 The student will state the name of the major cities in his community.

JS38.2 The student will give directions from his house to the nearest town or city to the teacher's satisfaction.

JS38.3 Provided with a blank map of the county with the major cities of the county drawn in with dots, the student will write in the names of the city with 90% accuracy.

Ask students to name the ci
them on the board. Make cr

Let each student take a tur
his home to the nearest tow

Have students draw maps of
the major cities.

SOCIAL COMPETENCIES
JUNIOR HIGH
SCHOOL AND COMMUNITY

8 - Knows location of city, town or village in relation to county or county seat

ll state the name of the major
y.

ll give directions from his house
city to the teacher's satisfaction.

a blank map of the county with the
unty drawn in with dots, the student
s of the city with 90% accuracy.

Ask students to name the cities in the county. Write them on the board. Make crossword puzzles.

Let each student take a turn giving directions from his home to the nearest town.

Have students draw maps of the county indicating the major cities.

Junior High Social - 39 - Knows about important current events in the community

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JS39.1 The day following an important news event, the student will discuss its occurance and summarize the facts about the occurance to the teacher's satisfaction.

JS39.2 The student will define "current event" to the satisfaction of the teacher.

JS39.3 The student will state at least one local, one state, or one national news event each week for at least 6 weeks.

JS39.4 Given 5 news events, the student will describe to the teacher's satisfaciton how at least 2 of those events will directly or indirectly affect him.

Make a Current Event Corner
news items under the catego
national. (This arrangement
the concept of local, state
In the beginning most aritc
the teacher until the stude
enthusiasm builds. Give re
who contribute news items.
what's been brought in. In
newsworthy events with stud
begin.

39 - Knows about important current events in the community

owing an important news event, the
its occurance and summarize the
rance to the teacher's satisfaction.

will define "current event" to the
teacher.

will state at least one local, one
al news event each week for at least

s events, the student will describe to
aciton how at least 2 of those events
irectly affect him.

Make a Current Event Corner (or center). Tack up news items under the categories of local, state, and national. (This arrangement also helps reinforce the concept of local, state, and national government.) In the beginning most aritcles may be brought in by the teacher until the students get the idea and enthusiasm builds. Give reinforcements for student who contribute news items. Once a week discuss what's been brought in. Informally discuss newsworthy events with students before formal lessons begin.

Junior High Social - 40 - Reads a variety of materials for living including: road maps, m
catalogs

JS40.1 The student will demonstrate his ability to read road maps by locating and pointing out towns, cities, states, capitals, routes, and other pertinent information as requested by the teacher.

JS40.2 Given a teacher drawn map indicating roads in the vicinity of the school, the student will trace the route from the school to a given point with 90% accuracy.

JS40.3 Given a menu from "family-type"restaurant the student will read the menu sufficiently to order three meals. (See also JS6)

JS40.4 Given tasks requiring the use of newspapers, magazines, and catalogs (reading want ads, comparing prices, reading news items, etc., the student will somplete the task with 80% accuracy. The student may receive help with unknown words.

Bring in city, county, and
obtained from places like t
service stations. Have map
of a city. Whoever finds i
clues about a city like "It
Continue to give clues unti

As a class project, make a
city. Let students who liv
their homes. It may be mor
county map.

Have magazines available fo
through. Cut out interesti
recipe box or book. Cut ou
and discuss them with the c
for free or inexpensive ite
experience.

Use newspapers for current
classified ads, etc. Cut o
comic and post it.

See JS 6 for activities
Use catalogs for comparative

- 40 - Reads a variety of materials for living including: road maps, magazines, newspapers, menus, catalogs

will demonstrate his ability to read
ing and pointing out towns, cities,
routes, and other pertinent information
teacher.

cher drawn map indicating roads in the
ool, the student will trace the route
a given point with 90% accuracy.

u from "family-type"restaurant the
he menu sufficiently to order three
6)

requiring the use of newspapers,
logs (reading want ads, comparing
s items, etc., the student will
ith 80% accuracy. The student may
nknown words.

Bring in city, county, and state maps. These may be obtained from places like the Chamber of Commerce and service stations. Have map drills - Call out the name of a city. Whoever finds it first wins a point. Give clues about a city like "Its 7 miles north of Starke." Continue to give clues until someone finds it.

As a class project, make a poster size map of the city. Let students who live in the city locate their homes. It may be more desirable to make a county map.

Have magazines available for students to brouse through. Cut out interesting recipes and make a recipe box or book. Cut out interesting articles and discuss them with the class. Use advertisements for free or inexpensive items for letter writing experience.

Use newspapers for current events, weather reports, classified ads, etc. Cut out a particularly good comic and post it.

See JS 6 for activities concerning menus.
Use catalogs for comparative shopping techniques.

Junior High Social - 41 - Knows how to use transportation facilities

JS41.1 The student will state how to use transportation in his community to the teacher's satisfaction to call a cab, to ride a bus or train, etc.

JS41.2 Given common forms of transportation not found in his community, the student will name a nearby community in which those forms of transportation are available.

JS41.3 The student will describe or dramatize how to use long distance transportation including: selecting an appropriate time, making reservations (if necessary), arranging for getting to the terminal or depot, buying the ticket, checking on luggage limitations, etc.

Have students call the bus
out the schedule and fare t

List on the board the forms
several surrounding communi
books to find the phone num

Make up simulated situation
several different forms of
students tell which he woul

41 - Knows how to use transportation facilities

ill state how to use transportation
he teacher's satisfaction to
bus or train, etc.

forms of transportation not found in
udent will name a nearby community
of transportation are available.

ill describe or dramatize how to use
rtation including: selecting an
ing reservations (if necessary),
to the terminal or depot, buying
on luggage limitations, etc.

Have students call the bus and train stations to find out the schedule and fare to particular cities.

List on the board the forms of transportation found in several surrounding communities. Using telephone books to find the phone numbers for these services.

Make up simulated situations involving the use of several different forms of transportation. Have students tell which he would use and why.

Junior High Social - 42 - Knows about national holidays and important persons and events in

JS42.1 The student will name at least 3 important national holidays and their dates with 100% accuracy and state one fact about the holidays, to the teacher's satisfaction.

JS42.2 After a study of important figures in history, the student will discuss 5 people plus the events which made them famous, to the satisfaction of the teacher.

JS42.3 Given a list of important events in American history, the student will choose 5 and state why they are important.

JS42.4 The student will name one current event which is making history and state why this event will be important in the future, to the teacher's satisfaction.

Discuss national holidays fo
off work, such as: Labor Day
and Thanksgiving. Point out
traditional or religious tha
by other countries as well,
New Years. Discuss historic

Make bulletin board displays
and present. Leave it up fo

Which historical events are

(See Intermediate level for

2 - Knows about national holidays and important persons and events in our national history

---

l1 name at least 3 important national
es with 100% accuracy and state
lidays, to the teacher's satisfaction.

---

of important figures in history, the
people plus the events which
he satisfaction of the teacher.

---

f important events in American history,
5 and state why they are important.

---

l1 name one current event which
tate why this event will be
, to the teacher's satisfaction.

Discuss national holidays for which people usually get off work, such as: Labor Day, Veterans Day, 4th of July, and Thanksgiving. Point out that some holidays are more traditional or religious than national and are celebrated by other countries as well, such as Christmas, Easter, New Years. Discuss historical background of these holidays

Make bulletin board displays surrounding famous people past and present. Leave it up for about a week (--etc.---).

Which historical events are taught is optional (--etc---).

(See Intermediate level for additional suggestions, IS34)

Junior High Social - 43 - Knows something about United States and Florida Capitals

JS43.1 The student will name and spell the capital of the United States and of Florida with 100% accuracy.

JS43.2 Given a map of the United States, the student will locate Washington D.C. with 100% accuracy.

JS43.3 Given a map of Florida, the student will locate Tallahassee with 100% accuracy.

JS43.4 The student will describe, to the teacher's satisfaction, what a Capital is.

Teach these words during ma
Make crossword puzzles and

Junior High Social - 44 - Knows something about state government

JS44.1 The student will name the present governor, lieutenant govenor, and two legislative representatives (either house or congress) of Florida with 100% accuracy.

JS44.2 The student will name the two houses of congress with 100% accuracy.

Make a bulletin board or po
making structure — executiv
Discuss the purpose of the
who the local representativ
3 branches of government ex
levels.

Fearon, In Your State, and

43 - Knows something about United States and Florida Capitals

ill name and spell the capital of of Florida with 100% accuracy.	Teach these words during map study and vocabulary. Make crossword puzzles and word hunts.
f the United States, the student will . with 100% accuracy.	
f Florida,the student will locate accuracy.	
ill describe, to the teacher's Capital is.	

44 - Knows something about state government

ill name the present governor, nd two legislative representatives ress) of Florida with 100% accuracy.	Make a bulletin board or poster illustrating the law-making structure — executive, legislative and judicial Discuss the purpose of the structure and find out who the local representatives are. Discuss that the 3 branches of government exist at the state and national levels.
ill name the two houses of congress	Fearon, In Your State, and In Your County

JS44.3 The student will state the purpose of congress to the teacher's satisfaction.

Junior High Social - 45 - Knows why we vote

JS45.1 The student will state to the teacher's satisfaction, the purpose of voting in a democratic society.	Discuss voting as both a r Whenever possible, give st issues like field trips, f as a class, magazine subsc positive experience. Inst a voice and they can get r
JS45.2 The student will state to the teacher's satisfaction two things on which one votes, e.g. people and issues.	
JS45.3 The student will explain to the teacher's satisfaction why we elect representatives, e.g. because it would be impossible for everyone to vote on every issue.	
JS45.4 Following a compaign by at least 3 classmates running for class office, or simulated local, state, or national offices, the student will cast a ballot for his choice.	
JS45.5 Given a real or simulated referendum (class or local), the student will participate in a debate on the referendum and cast a ballot for or against the referedum, to the teacher's satisfaction.	

SOCIAL COMPETENCIES
JUNIOR HIGH
SCHOOL AND COMMUNITY

l state the purpose of congress faction.

5 - Knows why we vote

ll state to the teacher's ose of voting in a democratic	Discuss voting as both a right and a responsibility. Whenever possible, give students a chance to vote on clas issues like field trips, food for parties, books to read as a class, magazine subscription, etc. Make voting a positive experience. Instill- students that they have a voice and they can get results.
ll state to the teacher's satisfaction e votes,e.g. people and issues.	
ll explain to the teacher's ect representatives, e.g. because for everyone to vote on every issue.	
mpaign by at least 3 classmates ce, or simulated local, state, he student will cast a ballot for	
r simulated referendum (class or ll participate in a debate on the ballot for or against the referedum, sfaction.	

Junior High Social - 46 - Respects people of authority and appreciates and understands co

JS46.1 Given a situation in which a person disagrees with an authority over him, the student will describe or dramatize the difference between expressing disagreement and being disrespectful (e.g. worker and boss, student and principal, citizen and President, etc.)	Discuss and role play situ Whenever teacher-student a student to disagree withou to be disrespectful.

Junior High Social - 47 - Knows the Pledge of Allegiance and some patriotic songs.

JS47.1 The student will correctly say the Pledge of Allegiance to the satisfaction of the teacher.	Tell students some of the and the National Anthym. patriotism. Start the day the Pledge and National An If some students do not kn
JS47.2 The student will stand appropriately during Pledge of Allegiance and National Anthym to the teacher's satisfaction.	
JS47.3 The student will sing the National Anthym and other patriotic songs with a group, to the satisfaction of the teacher.	

- 46 - Respects people of authority and appreciates and understands contributions of community worke	
uation in which a person disagrees ver him, the student will describe fference between expressing ing disrespectful (e.g. worker and rincipal, citizen and President,	Discuss and role play situations involving this concept. Whenever teacher-student arise make a point to allow the student to disagree without putting him in a position to be disrespectful.
- 47 - Knows the Pledge of Allegiance and some patriotic songs.	
will correctly say the Pledge of atisfaction of the teacher.	Tell students some of the history of the flag, the Pledg and the National Anthym. Discuss the meaning of these a patriotism. Start the day (or Social Studies period) wi the Pledge and National Anthym or other patriotic songs. If some students do not know these, teach them by rote.
will stand appropriately during e and National Anthym to the ion.	
will sing the National Anthym and gs with a group, to the satisfaction	

Junior High Social - 48 - Is familiar with different cultures and their practices and can
cultural influences in America

JS48.1 The student will state that "culture " is a way of life in which people differ from one another due to a difference in language, race, creed, locality, and/ or history, to the satisfaction of the teacher.

JS48.2 Upon being shown 3 pictures of people from different cultures, the student will tell which culture is being represented 90% of the time.

JS48.3 After watching a skit depicting a particular ethnic group, the student will state to the teacher's satisfaction which group is being represented and how he knows it is that group.

JS48.4 After hearing a list of practices characteristic of a particular culture, the student will state which group is being discussed 80% of the time.

JS48.5 The student will choose 2 different cultures giving 4 characteristics of each to the teacher's satisfaction.

JS48.6 The student will name 5 common foods which come from or are based on foods from other countries. (e.g., pizza, tacos, chow mein, chili, swiss cheese, spaghetti, etc.)

Study three or four differ
units. Include pictures o
native costumes, have stud
size map of the country or
consideration, have a "par
from that culture is prepa
from that area. If you kn
visited and has pictures o
to visit and talk to the c
or magazines from the libr
information on the culture
the class to do one of the
Show films on various cult

SOCIAL COMPETENCIES
JUNIOR HIGH
SCHOOL AND COMMUNITY

- 48 - Is familiar with different cultures and their practices and can identify various cultural influences in America

will state that "culture " is a n people differ from one another due language, race, creed, locality, and/ atisfaction of the teacher.	Study three or four different cultures in short units. Include pictures of the people in their native costumes, have students make a poster size map of the country or countries under consideration, have a "party" in which food from that culture is prepared. Listen to music from that area. If you know someone who has visited and has pictures or slides, invite them to visit and talk to the class. Bring in books or magazines from the library that contain information on the culture you're studying. Teach the class to do one of the dances mentioned. Show films on various cultures.
shown 3 pictures of people from different nt will tell which culture is being the time.	
ing a skit depicting a particular ethnic will state to the teacher's satisfaction represented and how he knows it is	
ng a list of practices characteristic ture, the student will state which group 80% of the time.	
will choose 2 different cultures giving f each to the teacher's satisfaction.	
will name 5 common foods which come n foods from other countries. (e.g., ein, chili, swiss cheese, spaghetti, etc.)	

JS48.7 The student will name 3 songs or dances from other countries (e.g. Mexican hat dance, Cha-Cha, Calypso songs and dances, Rhumba).

JS48.8 The student will name 3 foreign words commonly used in the English language (e.g. poncho, chow, gesundheit, pronto).

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PHYSICAL SKILLS

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PHYSICAL SKILLS

GOAL

Upon completion of the EMR program the learner shall demonstrate a level of physical fitne
maximum physical involvement on the job, in the community, and at home.

TERMINAL OBJECTIVE

The EMR learner will demonstrate a knowledge of his body's function and will maintain adeq
order to meet his personal, social, and vocational requirements.

Body Use and Function

Junior High Physical - 1 - Identifies major body structure (muscles, skeleton, vital orga
systems and knows their functions and processes

JP1.1 In an actual or simulated situation involving physical discomfort, the student will describe the area of discomfort to the teacher's satisfaction.	Make posters of various bod make "reports" on them. Ha book with sections on diffe functions.
JP1.2 The girl will properly take care of monthly menstruation as observed by the teacher or school nurse.	Make crossword puzzles and vocabulary. Play Hollywood studied in this area. Show films related to the b
JP1.3 The student will state the function of the following organs to the teacher's satisfaction: heart- pumps blood; brain - controls body; lungs - breathing, liver purify blood; stomach - digests food; intestines- digestion and elimination; kidney - filters liquid waste; reproductive organs - for reproduction.	Discuss the most common ail parts or systems. Invite the school nurse to (possibly the boys) about m

PHYSICAL SKILLS

GOAL

he EMR program the learner shall demonstrate a level of physical fitness that will allow for olvement on the job, in the community, and at home.

TERMINAL OBJECTIVE

demonstrate a knowledge of his body's function and will maintain adequate physical fitness in rsonal, social, and vocational requirements.

Body Use and Function

- 1 - Identifies major body structure (muscles, skeleton, vital organs, reproductive organs, systems and knows their functions and processes

or simulated situation involving physical ent will describe the area of discomfort isfaction.	Make posters of various body parts. Have students make "reports" on them. Have students make a notebook with sections on different body parts and their functions. Make crossword puzzles and word hunts for specific vocabulary. Play Hollywood Squares using content studied in this area. Show films related to the body. Discuss the most common ailments of different body parts or systems. Invite the school nurse to talk to the girls (possibly the boys) about menstruation
properly take care of monthly ens rved by the teacher or school nurse.	
ill state the function of the the teacher's satisfaction: heart- controls body; lungs - breathing, liver h - digests food; intestines- digestion ney - filters liquid waste; reproductive ction.	

JP1.4 The student will state the function of the following body parts to the teacher's satisfaction muscles - move the body; skeleton - supports body; veins and arteries - carry blood; spine - supports body and conduit of nerves.	
Junior High Physical - 2 - Evidences a sufficient level of physical fitness necessary to	
JP2.1 The student will participate in normal school activities, including sports and games, without excessive fatigue to the teacher's satisfaction.	The student is required to amount of Physical Educati take as much as they can.
Junior High Physical - 3 - Maintains good posture	
JP1.3 The student will continue to maintain good posture to the teacher's satisfaciton, while sitting or walking.	Demonstrate correct postur constantly remind students Discuss importance of post Show students correct posi objects.
JP3.2 The student will demonstrate to the teacher's satisfaction the correct posture and procedure for picking up a heavy object.	

PHYSICAL SKILLS
JUNIOR HIGH
BODY USE AND FUNCTION

will state the function of the ts to the teacher's satisfaction body; skeleton - supports body; - carry blood; spine - supports f nerves.	
al - 2 - Evidences a sufficient level of physical fitness necessary to meet daily requirements	
will participate in normal school ing sports and games, without excessive cher's satisfaction.	The student is required to participate in a certain amount of Physical Education. Encourage them to take as much as they can.
l - 3 - Maintains good posture	
will continue to maintain good posture atisfaciton, while sitting or walking.	Demonstrate correct posture for sitting and standing constantly remind students to sit and stand correctly. Discuss importance of posture for job interviews. Show students correct position for lifting heavy objects.
will demonstrate to the teacher's rrect posture and procedure for object.	

Junior High Physical - 4 - Demonstrates proficiency in motor skills required for jobs in

JP4.1 The student will demonstrate the motor skills necessary for home and school jobs by successfully completing 80% of the following: sweeping, raking, mowing, painting, washing windows, waxing tables, erasing chalkboards, dusting walls.	If students show a defici give the opportunities to through activities in cra projects.
JP4.2 The student will demonstrate the coordination needed for home and school jobs by successfully completing 80% of the following: threading a needle, sewing by hand, sewing by machine, tightening and loosening a screw, hammering, sawing, holding and feeding an infant (a doll), measuring, stirring and beating by hand, serving dishes, ironing, painting a small area, lighting a match.	

al - 4 - Demonstrates proficiency in motor skills required for jobs in his home and school

will demonstrate the motor skills
and school jobs by successfully
the following: sweeping, raking,
washing windows, waxing tables,
, dusting walls.

will demonstrate the coordination
school jobs by successfully complet-
owing: threading a needle, sewing by
hine, tightening and loosening a
awing, holding and feeding an infant
, stirring and beating by hand,
ning, painting a small area,

If students show a deficit in fine motor coordination, give the opportunities to improve in this area through activities in craft and vocationally oriented projects.

TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in the recreational skills of arts and crafts
organized sports such that he may make profitable use of leisure time.

Junior High Physical - 5 - Develops skills in the fundamentals of many sports by participa

JP5.1 Given the appropriate equipment for a game or sport, the student will demonstrate the necessary physical skills to participate in that sport, (e.g. ball, bat, glove - softball; ball and net - volleyball; ball and racket - tennis; racket and birdie - badmitton; etc.)	As students study sports in spend time on this in their Discuss rules, equipment et
JP5.2 The student will demonstrate the appropriate skills by participating successfully in four games or sports to the teacher's satisfaciton. e.g. softball, basketball, volley ball, skating, swimming, tennis, hockey, soccer, etc.	

Junior High Physical - 6 - Understands some spectator sports

JP6.1 The student will name at least five spectator sports. e.g. baseball, football, basketball, hockey, softball, wrestling etc.	As sports are in season, sp discussing rules in class. library for films concernin

TERMINAL OBJECTIVE

demonstrate proficiency in the recreational skills of arts and crafts, drama, games and h that he may make profitable use of leisure time.

- 5 - Develops skills in the fundamentals of many sports by participating in games and sports

ropriate equipment for a game or sport, onstrate the necessary physical skills at sport, (e.g. ball, bat, glove - et - volleyball; ball and racket - irdie - badmitton; etc.)	As students study sports in their P.E. classes, spend time on this in their academic classes. Discuss rules, equipment etc.
ill demonstrate the appropriate ing successfully in four games or r's satisfaciton. e.g. softball, all, skating, swimming, tennis,	

- 6 - Understands some spectator sports

ill name at least five spectator l, football, basketball, hockey, etc.	As sports are in season, spend some time discussing rules in class. Look in the film library for films concerning these sports.

JP6.2 The student will name 3 physical skills pertaining to a spectator sport. e.g. jumping, running, catching, throwing, etc.

JP6.3 The student will state the following information about three different sports: (1) a general description of the sport or the objective of the game (2) the number of players and/or teams (3) the method of scoring (4) some of the major or most common rules of the sport (two to five depending upon the sport.).

Junior High Physical - 7 - Knows some musical instruments and styles

JP7.1 Following instruction concerning musical instruments and their classification, and given pictures or actual examples of 10 instruments, the student will classify them according to percussion, woodwind, brass and string, with 80% accuracy.

JP7.2 Given a list of musical compositions, instrumentals, etc. and a work sheet with classified headings (popular, country, classical), the student will write the name of the composition under its appropriate heading with 90% accuracy.

Invite the music teacher o
visit the class. Ask him
instruments and demonstrat
likely to have posters wit
of instruments illustrated
a talk on the different st
in the library for example
of music. Bring in what y
Allow students to bring th
for special days.

ill name 3 physical skills pertaining . e.g. jumping, running, catching,	
ill state the following information t sports: (1) a general description objective of the game (2) the number eams (3) the method of scoring (4) some common rules of the sport (two to the sport.).	
- 7 - Knows some musical instruments and styles	
struction concerning musical instruments tion, and given pictures or actual [illegible] ruments, the student will classify them sion, woodwind, brass and string, with	Invite the music teacher or band director to visit the class. Ask him to bring several instruments and demonstrate them. He is likely to have posters with different types of instruments illustrated. Ask him to give a talk on the different styles of music. Look in the library for examples of different types of music. Bring in what you might have at home. Allow students to bring their favorite records for special days. 288
of musical compositions, and a work sheet with classified country, classical), the student will e composition under its appropriate curacy. 287	

Junior High Physical - 8 - Is able to enjoy various art forms as a means of expression o

JP8.1 Given appropriate materials and asked to produce a picture or painting creatively, the student will produce one without assistance to the satisfaction of the teacher.	On special days allow stu records of their choice. instruments for those who Provide arts and crafts m Combine music and art wit provide some time for cre
JP8.2 Provided with the opportunity to music, the student expresses his feelings creatively, in dance to the satisfaction of the teacher.	
JP8.3 Following instructions in playing one or more non melodic percussion instrument, the student will respond creatively to a musical composition by accompanying the selection, to the teacher's satisfaction.	

Junior High Physical - 9 - Begins to expand awareness of recreational activities

JP9.1 The student will demonstrate to the teacher's satisfaction positive feelings when involved in recreational activities through positive statements (e.g. "that was fun") or positive body movements (e.g. smiling).	If space and facitities a Ping Pong, Horse Shoes, E for students to use as a activity.
JP9.2 The student will name five recreational activities he enjoys.	

PHYSICAL SKILLS
JUNIOR HIGH
LEISURE - TIME ACTIVITIES

- 8 - Is able to enjoy various art forms as a means of expression of feelings

iate materials and asked to produce g creatively, the student will produce one o the satisfaction of the teacher.	On special days allow students to dance to records of their choice. Provide rhythm inst instruments for those who want to use them. Provide arts and crafts materials for students. Combine music and art with other objectives and also provide some time for creative music and art experiences.
the opportunity to music, the s feelings creatively, in dance of the teacher.	
tructions in playing one or more non nstrument, the student will respond cal composition by accompanying the acher's satisfaction.	

- 9 - Begins to expand awareness of recreational activities

ill demonstrate to the teacher's e feelings when involved in recreational ositive statements (e.g. "that was fun") ements (e.g. smiling).	If space and facitities are available set up Ping Pong, Horse Shoes, Badmitton, Croquet, etc. for students to use as a free time or reward type activity.
ill name five recreational activities	

Junior High Physical - 10 - Develops skills in individual* leisure time activities

JP10.1 Following instruction in the basic techniques of many individual leisure time activities, the student will demonstrate the basic techniques of five such activities.

JP10.2 The student will increase his skill in 3 individual leisure time activities, to the teacher's satisfaction.

*Note: Individual refers to activities or hobbies which are basically done by one person, and could be done alone or with a group of people. e.g. fishing: although an individual activity, it may be done alone or a group of people may go fishing together.

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For resource people, ask othe
neighbors, parents, owners or
hobby stores, etc. to introdu
These might include: photogra
instrument; painting; knittin
house plants; wood working; s
collecting things; raising an
car, plane, or ship models; f
Make a bulletin board display
hobbies including the basic t

Throughout the year, demonstr
Some of the resource people m
on a regular basis. After de
let those students who are in
techniques and work on projec

l - 10 - Develops skills in individual* leisure time activities

nstruction in the basic techniques of
isure time activities, the student will
ic techniques of five such activities.

will increase his skill in 3 indivi-
ctivities, to the teacher's satisfaction.

refers to activities or hobbies which are
one person, and could be done alone or
ple. e.g. fishing: although an indivi-
ay be done alone or a group of people
ether.

For resource people, ask other teachers, friends and neighbors, parents, owners or managers of craft and hobby stores, etc. to introduce their favorite hobby. These might include: photography; playing a musical instrument; painting; knitting; crocheting; growing house plants; wood working; sewing; embroidery; weaving; collecting things; raising animals; sculpture; building car, plane, or ship models; fishing; metal working; etc. Make a bulletin board display or scrapbook of many hobbies including the basic techniques.

Throughout the year, demonstrate as many as possible. Some of the resource people might be willing to come on a regular basis. After demonstrating the techniques, let those students who are interested practice the techniques and work on projects as much as is feasible.

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TERMINAL OBJECTIVE

The EMR learner will identify and interpret environmental signs pertinent to his health and

Junior High Physical - 11 - Uses the general safety rules taught at previous levels

JP11.1 During a walk with the class off school grounds, the student will practice and observe all pedestrian safety rules in the area. e.g. reading and obeying traffic signs, walking on sidewalk where available, facing traffic where no sidewalks are available, crossing with the light where available, and looking both ways before crossing anywhere.	Through pictures, diagrams, pedestrian and bicycling pra cedures. Take slides of sig bicycle safety. Discuss saf the students come in contact
JP11.2 Given an iron, electric heater, or any other type of electrical equipment, the student will practice all safety procedures when demonstrating its use.	
JP11.3 On a bicycling trip (or in a simulated situation if bikes are unavailable), the student will follow such safety procedures as riding with the traffic close to the curb, keeping both hands on bars except when giving signals, and avoiding obstacles in the road. (See Intermediate Health and Safety)	
JP11.4 While at school, the student will follow such safety rules as no running, no hitting, and correct sitting in chairs as observed by the teacher.	

TERMINAL OBJECTIVE

identify and interpret environmental signs pertinent to his health and safety.

al - 11 - Uses the general safety rules taught at previous levels

alk with the class off school grounds, ractice and observe all pedestrian safety e.g. reading and obeying traffic signs, k where available, facing traffic where vailable, crossing with the light where king both ways before crossing anywhere.	Through pictures, diagrams, or table sized models showing pedestrian and bicycling practices, discuss correct procedures. Take slides of signs pertaining to pedestrian a bicycle safety. Discuss safety concerning all appliances the students come in contact with.
ron, electric heater, or any other type pment, the student will practice all when demonstrating its use.	
ling trip (or in a simulated situation if ble), the student will follow such safety ng with the traffic close to the curb, on bars except when giving signals, cles in the road. (See Intermediate	
chool, the student will follow such running, no hitting, and correct sit- observed by the teacher.	

Junior High Physical - 12 - Reads and understands warning signs and labels (See also Juni

JP12.1 The student will read and explain 10 warning signs when asked by the teacher. e.g. Stop, Don't Walk, Slow Down, Danger, Keep Out, No Trespassing, High Voltage, Beware of Dog, No Smoking, Caution, Explosives, Hard Hat Area, etc.	Take slides of warning signs items that have warnings on interpret the labels.
JP12.2 Given 10 warning labels, the student will identify and define each to the teacher's satisfaction. e.g. poison, keep away from children, keep away from heat, inflammable, do not take internally, skull and crossbones, induce vomiting, do not induce vomiting, do not mix with other household chemicals, do not puncture, etc.	

al - 12 - Reads and understands warning signs and labels (See also Junior High Reading)

t will read and explain 10 warning signs
teacher. e.g. Stop, Don't Walk, Slow
Out, No Trespassing, High Voltage,
Smoking, Caution, Explosives, Hard Hat

arning labels, the student will identify
the teacher's satisfaction. e.g. poison,
ldren, keep away from heat, inflammable,
ally, skull and crossbones, induce
nduce vomiting, do not mix with other
s, do not puncture, etc.

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Take slides of warning signs and bring in cans and other items that have warnings on them for students to read and interpret the labels.

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Junior High Physical - 13 - Is aware of and can identify poisonous plants, animals, medic

JP13.1 Given examples or pictures of plants, animals, medicines, and household products, the student will explain to the teacher's satisfaction how they are beneficial and how they may be harmful.

JP13.2 When asked to name 3 poisonous plants, the student will reply poison ivy, poison oak, and poison sumac 100% of the time.

JP13.3 Shown 5 pictures of plants, 3 of which are poisonous, the student will state which are the poisonous ones 100% of the time.

JP13.4 Given pictures of 5 common medicines, the student will name each with total accuracy and state when or how each should be used. e.g. asprin, antiseptic cream or ointment, iodine, peroxide, cold capsule, etc.

JP13.5 Given 8 containers, 4 of which are medicine and the remaining household products, the student will read the labels and classify them with 100% accuracy.

See Intermediate Level, Heal

Bring in actual products or
Discuss their proper use inc
Have students read the label
different types of warnings
warn about eye contact; ones
ternally; ones with the same

- 13 - Is aware of and can identify poisonous plants, animals, medicines, and household products

les or pictures of plants, animals, ehold products, the student will ex- r's satisfaction how they are they may be harmful.	See Intermediate Level, Health and Safety for activities. Bring in actual products or their empty containers. Discuss their proper use including precautionary measures. Have students read the labels. Make a display of the different types of warnings (e.g. different products which warn about eye contact; ones which say to not take internally; ones with the same maximum daily dosage; etc.)
to name 3 poisonous plants, the student vy, poison oak, and poison sumac 100%	
tures of plants, 3 of which are poisonous, ate which are the poisonous ones 100%	
res of 5 common medicines, the student total accuracy and state when or how . e.g. asprin, antiseptic cream or oint- ide, cold capsule, etc.	
tainers, 4 of which are medicine and the products, the student will read the them with 100% accuracy.	

Junior High Physical - 14 - Recognizes fire hazards and can discuss fire prevention and fi

JP14.1 The student will state 5 fire hazards in the home and school. e.g. overloaded sockets, frayed wires and cords, dirty material left to sit, curtains near stove, matches left in open, open fires, etc.	Invite someone from the fire hazards. Have students draw pictures s could be used for a poster co
JP14.2 In a simulated fire hazard situation, the student will identify the hazards and explain what should be done to correct the situation to the teacher's satisfaction.	
JP14.3 The student will demonstrate how to extinguish an open fire (camp fire, burning leaves or trash) to the teacher's satisfaction.	
JP14.4 The student will read, with help from the teacher as necessary, the directions on a fire extinguisher and demonstrate how to use a fire extinguisher to the teacher's satisfaction.	

- 14 - Recognizes fire hazards and can discuss fire prevention and fire extinguishing measures

will state 5 fire hazards in the home erloaded sockets, frayed wires and l left to sit, curtains near stove, , open fires, etc.	Invite someone from the fire department to discuss fire hazards. Have students draw pictures showing fire hazards. These could be used for a poster contest.
ed fire hazard situation, the student zards and explain what should be done tion to the teacher's satisfaction.	
will demonstrate how to extinguish ire, burning leaves or trash) to the on.	
will read, with help from the teacher rections on a fire extinguisher and se a fire extinguisher to the teacher's	

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Junior High Physical - 15 - Is aware of accident-potential or dangerous situations in the
and knows how to eliminate them (See JS27)

JP15.1 The student will describe how overloaded electric sockets, stove, heaters, open drawers, slippery floors, and cluttered floors can be dangerous in a home to the teacher's satisfaction.	Make a safety check list inc the home that might cause ac look at home and see if they any of these. Discuss what
JP15.2 Given 5 situations which may prove dangerous in the home, the student will state one way for the elimination of each to the teacher's satisfaction.	
JP15.3 The student will state why running in school, rough playing, improper sitting on desks and chairs, and crowded hallways can prove dangerous in school to the teacher's satisfaction.	
JP15.4 Given 3 dangerous situations in school, the student will state one remedy for each to the teacher's satisfaction.	
JP15.5 The student will state how jaywalking, littering, unkept shrubbery, and intersections can be hazardous in the community to the teacher's satisfaction.	
JP15.6 Given 3 dangerous situations in a community, the student will name one remedy for each to the teacher's satisfaction.	

al - 15 - Is aware of accident-potential or dangerous situations in the home, school, and community, and knows how to eliminate them (See JS27)

t will describe how overloaded electric aters, open drawers, slippery floors, rs can be dangerous in a home to the tion.	Make a safety check list including situations to look for the home that might cause accidents. Ask students to look at home and see if they can find and possibly correc any of these. Discuss what they discovered.
tuations which may prove dangerous in ent will state one way for the elimina- e teacher's satisfaction.	
t will state why running in school, roper sitting on desks and chairs, and an prove dangerous in school to the tion.	
ngerous situations in school, the one remedy for each to the teacher's	
t will state how jaywalking, littering, and intersections can be hazardous in he teacher's satisfaction.	
ngerous situations in a community, the one remedy for each to the teacher's	

Junior High Physical - 16 - Knows about the civil defense network

JP16.1 When asked the functions of the civil defense network, the student will state to provide food, shelter, and clothing to victims of floods, bombings, earthquakes, tornadoes, and hurricanes.

JP16.2 The student will describe to the teacher's satisfaction the warning signal used for civil defense. e.g. a steady 60 second beep followed by information as to the radio station to tune in to for further information.

JP16.3 Presented with 4 different signs, the student will choose the one representing civil defense 100% of the time.

JP16.4 The student will give the location of the civil defense headquarters in his area to the teacher's satisfaction.

See JS 27

Contact the local radio stat
notify you before a practice
Have students listen to it.

l - 16 - Knows about the civil defense network

the functions of the civil defense net-
ill state to provide food, shelter, and
of floods, bombings, earthquakes,
icanes.

will describe to the teacher's satis-
signal used for civil defense. e.g.
beep followed by information as to
o tune in to for further information.

ith 4 different signs, the student
representing civil defense 100%

will give the location of the civil
s in his area to the teacher's

See JS 27

Contact the local radio station to find out if they can notify you before a practice civil defense warning. Have students listen to it.

Junior High Physical - 17 - Knows basic first aid

JP17.1 Presented with the following actual or simulated situations, the student will use the appropriate procedure for at least 8 situations: (1) bleeding: let the cut bleed for a short time then apply pressure with a clean cold cloth if available, (2) sprain, dislocation, or possible break: apply cold packs and get medical help without moving the patient, (3) burns or overexposure to heat: apply ice, cold water, or cool the patient in whatever means appropriate, (4) snake bite in which help is within one hour away: properly apply a tourniquet two inches above the bite, keep victim quiet, and seek help, (5) snake bite in which help is more than one hour away: apply the tourniquet, cut the skin over the bite and suck out the venom, (6) immediate bruise: apply cold wet cloths or ice for 30 minutes, (7) bruise that is several hours old: administer warm cloths, (8) blister that would probably not be broken by accident: leave the blister alone, (9) blister which is on the hand, foot, or some other vulnerable place: wash the area then prick it on the edge and drain, (10) a minor object in the eye: keep the eye closed and let tears wash object away, (11) bite: wash the area and call the health department and the health clinic or doctor, (12) poisonous plants: wash the area with alcohol, gasoline, or strong soap and water.

Simulate situations requirin
students administer it. Inv
work with the students on fi

Have students make their own
page draw a picture of a sit
aid and have students write

al - 17 - Knows basic first aid

with the following actual or simulated
udent will use the appropriate pro-
t 8 situations: (1) bleeding: let the
ort time then apply pressure with a
f available, (2) sprain, dislocation,
apply cold packs and get medical help
patient, (3) burns or overexposure
cold water, or cool the patient in
ropriate, (4) snake bite in which help
away: properly apply a tourniquet two
te, keep victim quiet, and seek help,
which help is more than one hour away:
et, cut the skin over the bite and
(6) immediate bruise: apply cold
for 30 minutes, (7) bruise that is
administer warm cloths, (8) blister
not be broken by accident: leave the
blister which is on the hand, foot,
erable place: wash the area then prick
drain, (10) a minor object in the eye:
and let tears wash object away, (11)
and call the health department and
or doctor, (12) poisonous plants:
alcohol, gasoline, or strong soap and

Simulate situations requiring first aid and have students administer it. Invite someone qualified to work with the students on first aid.

Have students make their own first aid book. On each page draw a picture of a situation requiring first aid and have students write the correct procedures.

Junior High Physical - 18 - Knows how to prevent the spread of communicable disease

JP18.1 The student will define the term contageous disease to the satisfaction of the teacher.	Find material in regular h it down to the level of yo specific diseases. Have s book with a page or so for in the film library for fi Discuss the importance of
JP18.2 The student will explain three ways disease germs are spread (i.e. breathed, eaten, or taken in through animal bites or other personal contact).	
JP18.3 The student will explain the incubation period of a contageous disease to the satisfaction of the teacher. (e.g. the amount of time between exposure and onset of symptoms)	
JP18.4 The student will explain the transmission period of a contageous disease to the satisfacion of the teacher (e.g. the time when a person is contageous.).	
JP18.5 The student will explain the term immunize to the satisfaction of the teacher.	

1 - 18 - Knows how to prevent the spread of communicable disease

will define the term contageous disease of the teacher.	Find material in regular health books and write it down to the level of your students. Discuss specific diseases. Have students make a notebook with a page or so for each disease. Look in the film library for films to go along. Discuss the importance of immunization.
will explain three ways disease germs eathed, eaten, or taken in through er personal contact).	
will explain the incubation period of a to the satisfaction of the teacher. (e.g. between exposure and onset of symptoms)	
will explain the transmission period ease to the satisfacion of the teacher a person is contageous.).	
will explain the term immunize to the teacher.	

Junior High Physical - 19 - Becomes aware of VD and the effect

JP19.1 The student will explain to the teacher's satisfaction, that Venereal Disease (VD) is transmitted only through physical contact.

JP19.2 The student will describe one symptom of VD to the satisfaction of the teacher.

JP19.3 The student will describe 2 effects of the disease to the satisfaction of the teacher.

JP19.4 The student will tell where to go to get help or diagnosis for VD to the satisfaction of the teacher. (County Health Department, Alachua General Hospital, doctor).

Invite a nurse or county hea
VD with students. Obtain ma
department.

al - 19 - Becomes aware of VD and the effect

t will explain to the teacher's satis- real Disease (VD) is transmitted only ontact.	Invite a nurse or county health personnel to discuss VD with students. Obtain materials from the health department.
t will describe one symptom of VD to the e teacher.	
t will describe 2 effects of the disease n of the teacher.	
t will tell where to go to get help or o the satisfaction of the teacher. artment, Alachua General Hospital,	

Junior High Physical - 20 - Knows the services offered by nurse, dentist,and physician an

JP20.1 The student will list four services performed by a nurse to the teacher's satisfaction .	Include this information i communicable diseases and
JP20.2 The student will list four services performed by a dentist to the teacher's satisfaction.	
JP20.3 The student will name three sources of information for obtaining medical services (County Health Department, telephone book, friends, or relatives.).	

- 20 - Knows the services offered by nurse, dentist,and physician and where to obtain them

will list four services performed by a r's satisfaction .	Include this information in discussions about communicable diseases and health.
will list four services performed by a ner's satisfaction.	
will name three sources of information al services (County Health Department, ends, or relatives.).	

Junior High Physical - 21 - Knows the elementary symptons which indicate a need for medica

JP21.1 The student will name 5 symptoms that indicate a need for medical attention: prolonged cough or persistent sore throat; red running eyes, fever above 99; vomiting; cramps; swelling; blood in urine or other unusual bleeding; lumps that do not go away; swollen glands; fainting; persistant fatigue.	Discuss with students that to the doctor for every li some situations and ask stu if a doctor's attention is

Junior High Physical - 22 - Demonstrates ability to follow doctor's orders

JP22.1 The student will correctly follow the instruction of the doctor as observed by the teacher. e.g. glasses, wearing hearing aids, taking medication, staying home from school, etc.	Observe students that you doctor's care.

Junior High Physical - 23 - Knows good health practices

JP23.1 The student will state 3 health practices which are beneficial to health maintenance such as: extra rest for illness, exercise to maintain physical fitness, choose activities according to the weather, etc. to the teacher's satisfaction .	Before discussing disease a a short unit on "What is go do you get it?" Include th health for personal and voc

- 21 - Knows the elementary symptons which indicate a need for medical attention

will name 5 symptoms that indicate a tention: prolonged cough or persistent nning eyes, fever above 99; vomiting; ood in urine or other unusual bleeding; away; swollen glands; fainting;	Discuss with students that they need not run to the doctor for every little thing. Describe some situations and ask students to determine if a doctor's attention is necessary.

- 22 - Demonstrates ability to follow doctor's orders

will correctly follow the instruction erved by the teacher. e.g. glasses, , taking medication, staying home from	Observe students that you know are under a doctor's care.

- 23 - Knows good health practices

will state 3 health practices which are maintenance such as: extra rest for maintain physical fitness, choose to the weather. etc. to the teacher's	Before discussing disease and ill health, do a short unit on "What is good health and how do you get it?" Include the importance of good health for personal and vocational reasons.

Junior high Physical - 24 - Knows the relationship between good health, grooming and appea

JP24.1 The student will describe to the teacher's satisfaction how good health and grooming are related to appearance.	See JP23
JP24.2 The student will describe to the teacher's satisfaction how good health is related to obtaining and retaining a job.	

Junior High Physical - 25 - Avoids dangers of liquor, cigarettes, and drugs

JP25.1 The student will explain the dangers envolved with the use of unprescribed drugs (including amphetamins, narcotics, hallucinagenics, alcohol, tobacco, etc.) to the satisfaction of the teacher.	Consult your local health drug information.
JP25.2 The student will explain to the teacher's satisfaction why it is dangerous to accept liquor, cigarettes, narcotics.	
JP25.3 Given a situation involving a bribe of liquor, cigarettes, or narcotics, the student will dramatize appropriate behavior to the teacher's satisfaction.	

- 24 - Knows the relationship between good health, grooming and appearance and a job.

will describe to the teacher's od health and grooming are related	See JP23
will describe to the teacher's od health is related to obtaining .	

1 - 25 - Avoids dangers of liquor, cigarettes, and drugs

will explain the dangers envolved with ibed drugs (including amphetamins, nar- nics, alcohol, tobacco, etc.) to the teacher.	Consult your local health department for drug information.
t will explain to the teacher's satisfaction to accept liquor, cigarettes, narcotics.	
uation involving a bribe of liquor, otics, the student will dramatize r to the teacher's satisfaction.	

APPENDICIES

317

APPENDIX A

FUNCTIONAL WORDS AND VOCATIONALLY RELATED WORDS

Functional Words

Part A - Intermediate Level

add
address
age
beware
beware of dog
birthdate
boy wanted
bus
check
circle
closed
complete
cross
cross here
cup
danger
danger ahead

date of birth
deep water
divide
doctor
do not enter
do not open
do not touch
don't walk
drive at your own risk
down
dynamite
elevator
end
entrance
exit

fill in
fire escape
flammable
food
for sale
found
gentleman
glass
handle with care
hands off
health
height
help wanted
high voltage
in
keep in cool place
keep off

keep off the grass
ladies
ladies only
ladies room
large
line
lost
match
meat
medium
men
men wanted
next door
no fishing
no smoking
no trespassing
open

out
out of ord
parent
pet
phone
poison
post no bi
posted
push
rail road
railroad
rest room
separate
sex
shake well
using
size

Part B - Junior High Level

boil
call physician
combine
credit department (dept.)
cross road
cut
detour
do not bend, fold, spindle, or mutilate

do not induce vomiting
do not refreeze
do not take internally
drive slowly
dry clean only
employment
fine for littering

fold
for external use only
for rent
fragile
hand washable
induce vomiting
keep frozen
keep right

laborers wanted
machine washable
men at work
mix
multiply
next window
no admittance
no left turn
no loitering

no parking
no solicit
one way
police
pour
private
prohibited
refrigerate
opening

APPENDIX A

FUNCTIONAL WORDS
AND
VOCATIONALLY RELATED WORDS

Functional Words

Part A - Intermediate Level

- date of birth
- deep water
- divide
- doctor
- do not enter
- do not open
- do not touch
- don't walk
- drive at your own risk
- down
- dynamite
- elevator
- end
- entrance
- exit

- fill in
- fire escape
- flammable
- food
- for sale
- found
- gentleman
- glass
- handle with care
- hands off
- health
- height
- help wanted
- high voltage
- in
- keep in cool place
- keep off

- keep off the grass
- ladies
- ladies only
- ladies room
- large
- line
- lost
- match
- meat
- medium
- men
- men wanted
- next door
- no fishing
- no smoking
- no trespassing
- open

- out
- out of order
- parent
- pet
- phone
- poison
- post no bills
- posted
- push
- rail road crossing
- railroad
- rest room
- separate
- sex
- shake well before using
- size

- slow
- small
- stop
- subtract
- swim at your own risk
- tablespoon
- teaspoon
- telephone
- this side up
- twist to open
- underline
- wait
- walk
- weight
- wet paint

Part B - Junior High Level

- do not induce vomiting
- do not refreeze
- do not take internally
- drive slowly
- dry clean only
- employment
- fine for littering

- fold
- for external use only
- for rent
- fragile
- hand washable
- induce vomiting
- keep frozen
- keep right

- laborers wanted
- machine washable
- men at work
- mix
- multiply
- next window
- no admittance
- no left turn
- no loitering

- no parking
- no soliciting
- one way
- police
- pour
- private
- prohibited
- refrigerate after opening

- repair
- shake
- sheriff
- speed checked by radar
- speed limit
- speed mechanical check
- stir
- toll ahead
- under construction

Vocationally Related Words*

Part A - General

address
aide
age
applicant
apply
birthdate
boy wanted
check
clerk
complete
customer
deduction
do not enter
do not open
do not touch
early shift
educational background
elevator
employee
employer
employment
end
entrance
exit
fill in
fire escape
flammable
gentleman
grade completed
handle with care
hands off
height
help wanted
helper
hours
in
job experiences
keep off
ladies
ladies room
late shift
men
men wanted
name
next door
no smoking
no trespassing
no vacancy
open
ounce
out
out of orde
parent
phone
please
poison
post no bil
posted
pound
product
rest room
sales lady
salesman

Part B - Specific

Auto Service

Air
battery
cable
gas
grease
garage
head light
hoist
hub cap
jack
lubrication
lugs
mechanic
motor
oil
pump
range
shop
sparkplugss
speedometer
tank
tire
wrench

Child Care

bath
bottle
diaper
formula
nap
powder
rash

Domestic Service

amonia
bleach
broom
detergent
downstairs
dryer
dust
furniture
iron
laundry
linens
mop
polish
prepare
starch
towels
upstairs
washer

Farming

acre
alottment
disc
fertilizer
harvest
irrigator
market
plant
planter
plow
procedure
seed
soil
yield

Vocationally Related Words*

Part A - General

not enter
not open
not touch
rly shift
ucational background
evator
ployee
ployer
ployment
d
trance
it

fill in
fire escape
flammable
gentleman
grade completed
handle with care
hands off
height
help wanted
helper
hours
in
job experiences

keep off
ladies
ladies room
late shift
men
men wanted
name
next door
no smoking
no trespassing
no vacancy
open
ounce

out
out of order
parent
phone
please
poison
post no bills
posted
pound
product
rest room
sales lady
salesman

sex
Social Security Number
stop
tax
taxes
telephone
this side up
underline
vacant
weight
wet paint

Part B - Specific

chanic
tor
l
mp
nge
op
arkplugss
eedometer
nk
re
ench

Child Care
bath
bottle
diaper
formula
nap
powder
rash

Domestic Service
amonia
bleach
broom
detergent
downstairs
dryer
dust
furniture
iron
laundry
linens
mop
polish
prepare
starch
towels
upstairs
washer

Farming
acre
alottment
disc
fertilizer
harvest
irrigator
market
plant
planter
plow
procedure
seed
soil
yield

Food Service
all-purpose
bake
baking soda
beat
blend
boil
butter
constantly
flour
fold
grams
heat

Part B - Specific (con't.)

Food Service (con't.)

milk
oleo
oven
pre-heat
powder
refrigerator
self-rising
sift
spatula
stir
thoroughly
yeast

Plumbing

bathtub
bolt
drain
faucet
fixtures
gooseneck
nut
pipe thread
septic tank
sewer
sink trap
snake
washer

Wood Workin

brush
hammer
knife
level
nails
paint
pliars
putty
refinish
remove
rub
sand
scrap
screw
screw drive
T-Square
varnish

n't.)

Plumbing

bathtub
bolt
drain
faucet
fixtures
gooseneck
nut
pipe thread
septic tank
sewer
sink trap
snake
washer

Wood Working

brush
hammer
knife
level
nails
paint
pliars
putty
refinish
remove
rub
sand
scrap
screw
screw driver
T-Square
varnish

APPENDIX B

GAMES AND ACTIVITIES

Fast Thinking Exercises

Devise a simple written task and have students see how many times they can do it in a brief time limit such as 15 to 30 seconds. Give points for the amount completed. Give prizes to the winners. The winner might be the one with the second or third highest score or the highest. This can be used for months and days, food groups, alphabetizing, etc.

Hollywood Squares

Draw a game board on the chalkboard or transparency. Put a student's name in each square and pick two students as contestants. (Two names may be placed in a square or names may be used more than once to accomodate the number of participating students).

John	*Sue*	*Mike*
Jim	*Ann*	*Mary*
Tom	*Tim*	*Jane*

The contestant is asked to "pick a square" in which he would like to place his "X" or "O". The teacher asks a question of the student in the square. The contestant then agrees or disagrees with the answer given. If the contestant is correct, he places his mark in that square. If the contestant is incorrect, the mark of his opponant is placed in the square. However, the contestants must earn their own winning point. The game continues until one player earns three squares in a row. If no one earns 3 in a row, the player with the most squares wins. The loser picks someone to be the contestant and takes a place in a square.

Prescription Sheets

The purpose of this sheet is to
time required for tasks or to p
students to follow. The format
be made to suit individual need
suggestions.

Name:	
8:00	12
8:01	12
8:02	12
8:03	12
8:04	12

or

Time Begun	Task

APPENDIX B

GAMES AND ACTIVITIES

es

itten task and have students
ey can do it in a brief time
0 seconds. Give points for the
ve prizes to the winners. The
ne with the second or third
highest. This can be used for
groups, alphabetizing, etc.

on the chalkboard or transparency.
in each
tudents
names
uare or
e than
e number
ents).
ed to "pick a square" in which he
is "X" or "O". The teacher asks
dent in the square. The con-
r disagrees with the answer
tant is correct, he places his
If the contestant is incorrect,
ant is placed in the square. How-
must earn their own winning point.
til one player earns three squares
earns 3 in a row, the player with
. The loser picks someone to be
kes a place in a square.

John	*Sue*	*Mike*
Jim	*Ann*	*Mary*
Tom	*Tim*	*Jane*

Prescription Sheets

The purpose of this sheet is to provide a record of time required for tasks or to provide a schedule for students to follow. The format is flexible and should be made to suit individual needs. These are two suggestions.

Name:	
8:00	12:00
8:01	12:01
8:02	12:02
8:03	12:03
8:04	12:04

or

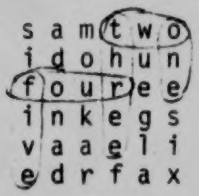
Time Begun	Task	Time Finished	Time Elapsed

Chalkboard Relays

Divide the class into two teams. Devise a task that each member must do on the chalkboard, one at a time. Winner can be determined by the first team to have each member complete a task, the first to complete a given number of tasks, or the team with the most tasks completed in a given amount of time. This activity can be used for: alphabetizing, finding items in catalogs, abbreviations, arithmetic facts, months, days, food groups, etc.

Word hunts

"Hide" words within a complex of unrelated letters. Students find the words and circle them. This activity can be used with any reading or spelling words, e.g. words for protection and direction, spelling sight vocabulary, arithmetic sight words, number words, days and months, etc.



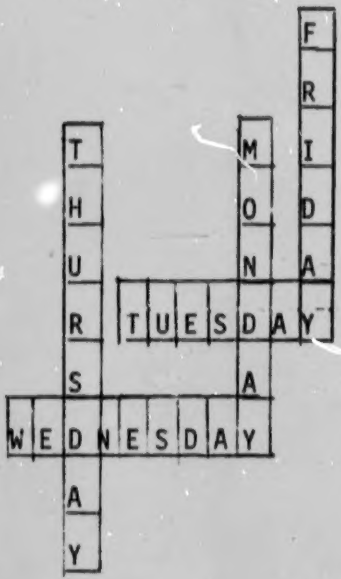
s a m t w o
i d o h u n
f o u r e e
i n k e g s
v a a e l i
e d r f a x

Checkers Variation

Cover a checker board with clear self-adhesive plastic (e.g. Contact). On each square write a word to be read, an arithmetic problem to be solved, a spelling word to be unscrambled, a word to be found in the dictionary, a food to be classified, etc. Before moving to the space, the student must complete the task indicated on the space.

Crossword Puzzles

Make a grid and fill in word
can be used for words for prote
words, arithmetic sight words,
months, or any other vocabulary
After students have done severa
them. Have students make them
The puzzles do not have to be
professional crossword puzzles.
words at first to fill in. La
supplying words, but supplying



nto two teams. Devise a task
do on the chalkboard, one at
e determined by the first team
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er of tasks, or the team with
ted in a given amount of time.
used for: alphabetizing, finding
breviations, arithmetic facts,
oups, etc.

n a complex of unrelated letters.
ds and circle them. This activity
reading or spelling words, e.g.
and direction, spelling sight
c sight words, number words, days

o
n
e
s
i
x

ard with clear self-adhesive
). On each square write a
rithmetic problem to be solved,
unscrambled, a word to be
ry, a food to be classified,
o the space, the student must
icated on the space.

Crossword Puzzles

Make a grid and fill in words so they interlock. This can be used for words for protection and direction, spelling words, arithmetic sight words, number words, days and months, or any other vocabulary, reading, or spelling words. After students have done several, show them how to make them. Have students make them for each other to solve. The puzzles do not have to be perfectly symetrical as in professional crossword puzzles. Students may be given the words at first to fill in. Later, give puzzles without supplying words, but supplying definitions.

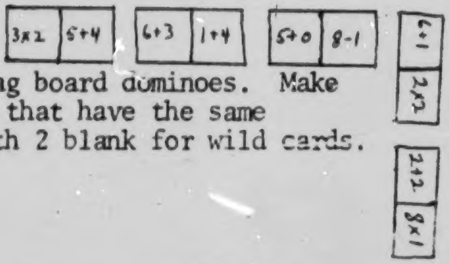
										F
										R
		T						M		I
		H						O		D
		U						N		A
		R		T	U	E	S	D	A	Y
		S						A		
W	E	D	N	E	S	D	A	Y		
		A								
		Y								

ARITHMETIC SQUARES

Add (or multiply) corresponding squares to fill in all squares.

+	2	6	5	4	1
7					
3					
8					

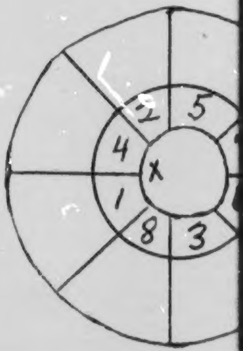
DOMINOES



Make 26 tag board dominoes. Make sets of 4 that have the same answer with 2 blank for wild cards.

ARITHMETIC CIR

Teacher fills in center numbers
or subtract) to fill in outer s



ARITHMETIC C

a = 1 b = 4

a
x b

c
x d

or

a = 1 b = 2 c = 3

$$\begin{array}{r} 5 \\ +\ 3 \\ \hline 8 \end{array} \qquad \begin{array}{r} 6 \\ -\ 1 \\ \hline 5 \end{array} \qquad \begin{array}{r} 7 \\ +\ 5 \\ \hline 12 \end{array}$$

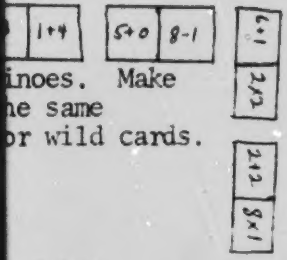
H E L

HMETIC SQUARES

responding squares to fill in all

6	5	4	1

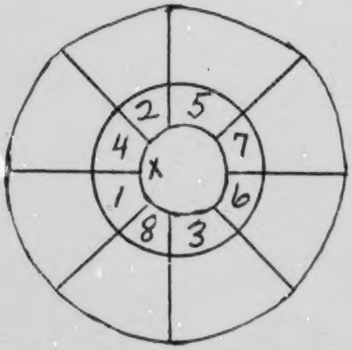
MINOES



inoes. Make
he same
or wild cards.

ARITHMETIC CIRCLES

Teacher fills in center numbers. Students multiply (or add or subtract) to fill in outer spaces.



ARITHMETIC CODES

a = 1   b = 4   c = 7   d = 2

$\begin{array}{r} a \\ \times\ b \\ \hline \end{array}$ $\begin{array}{r} c \\ \times\ d \\ \hline \end{array}$ $\begin{array}{r} cd \\ \times\ d \\ \hline \end{array}$ $\begin{array}{r} ab \\ \times\ cd \\ \hline \end{array}$

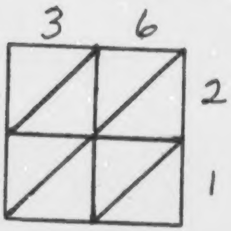
or

a = 1   b = 2   c = 3 . . . . .   y = 25   z = 26

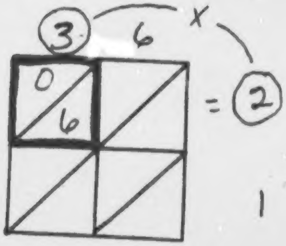
$\begin{array}{r} 5 \\ +\ 3 \\ \hline 8 \end{array}$ $\begin{array}{r} 6 \\ -\ 1 \\ \hline 5 \end{array}$ $\begin{array}{r} 7 \\ +\ 5 \\ \hline 12 \end{array}$ $\begin{array}{r} 8 \\ +\ 4 \\ \hline 12 \end{array}$ $\begin{array}{r} 7 \\ +\ 8 \\ \hline 15 \end{array}$

H   E   L   L   O

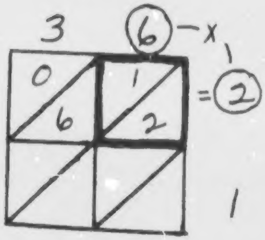
Step 1



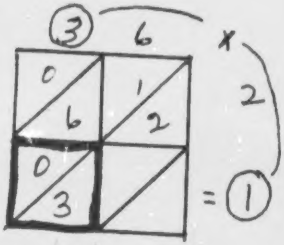
Step 2



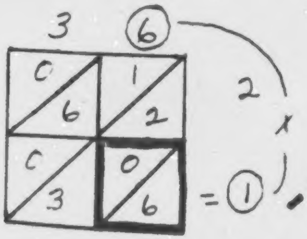
Step 3



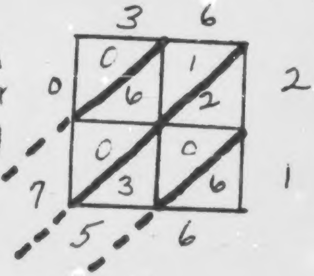
Step 4


3
6
x
0
6
1
2
2
0
3
= 1

Step 5


3
6
2
x
0
6
1
2
0
3
0
6
= 1

Step 6


3
6
2
1
0
6
1
2
0
3
0
6
0
7
5
6

Multiplication Squares

Step 1: Prepare a ditt
represents 36

Steps 2-5: Each combina
with the co

Step 6: Columns are ad
756.

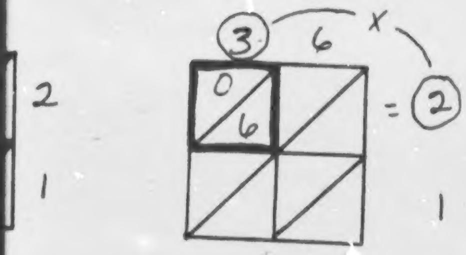
Multiplication Squares

Step 1: Prepare a ditto as illustrated. This one represents 36 X 21.

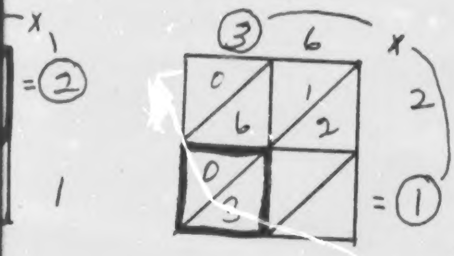
Steps 2-5: Each combination of numbers is multiplied with the corresponding squares filled in.

Step 6: Columns are added diagonally. The answer is 756.

Step 2

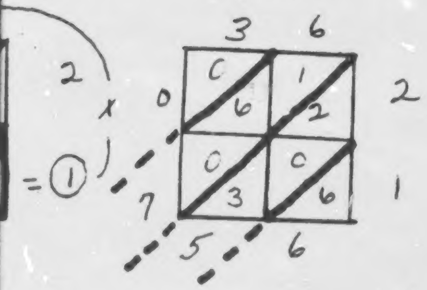


Step 4



3
6
x
2
= 1
0
6
1
2
0
3
x
= 2
1

Step 6



3
6
2
1
0
6
1
2
0
3
0
6
0
7
5
6
2
x
= 1

The Price is Right

General Procedure:

Four contestants start with game #1. The winner of game # 1 plays any of the other games until he misses. When he misses, he temporarily drops out of the game and another student is invited to play game #1. This procedure continues until 5 minutes before the end of the activity. The two top winners of the day compete in one last game. One prize is shown. Each bids. The one who bids the closest without going over is the grand prize winner.

GAME 1: Mount pictures from catalogs and sales brochures on tag board or poster board. Write the correct price on the back. Give 4 students pieces of scrap paper and have them write their estimation of the price. The one who bids the closest without going over wins. (JC 5.3)

GAME 2: "Shopping Spree". Several small items such as what might be found in a grocery store, are arranged on a taple (prices may or may not be shown). The student is given a set amount of money he may spend, such as $5.00. He then chooses one item at a time. The prices are totaled and the student is told the total as he goes along. If he can choose 7 items without going over the $5.00 limit, he wins (JC 5.3)

GAME 3: "Price Tag". Show 5 i
give him 5 price tags
on them. The contest
price tag on each ite

GAME 4: "Match-Up". Show 10
place those of approx
pairs. (JC 5.2)

GAME 5: "Range Finder". Make
of a scale showing $1
$5,000.00. Make a mo
covers a $300.00 inte
an item. Start movin
and instruct the cont
the range finder reac
he thinks the price o
numbers used on the c
example, a chart that
$5.00 intervals) (JC

art with game #1. The winner of
the other games until he misses.
porarily drops out of the game
invited to play game #1. This
til 5 minutes before the end of
top winners of the day compete
prize is shown. Each bids.
losest without going over is
.

s from catalogs and sales
tag board or poster board. Write
rice on the back. Give 4 students
ap paper and have them write
ion of the price. The one who
est without going over wins.

ee". Several small items such as
found in a grocery store, are
taple (prices may or may not be
student is given a set amount of
spend, such as $5.00. He then
tem at a time. The prices are
he student is told the total as
. If he can choose 7 items with-
the $5.00 limit, he wins

GAME 3: "Price Tag". Show 5 items to the contestant and give him 5 price tags with the prices written on them. The contestant must place the correct price tag on each item to win. (JC 5.1)

GAME 4: "Match-Up". Show 10 items, the contestant must place those of approximately the same value in pairs. (JC 5.2)

GAME 5: "Range Finder". Make a chart on poster board of a scale showing $100.00 intervals from 0 to $5,000.00. Make a movable range finder that covers a $300.00 interval. Show the student an item. Start moving the range finder at 0 and instruct the contestant to say "STOP" when the range finder reaches the range in which he thinks the price of the item falls. (The numbers used on the chart can be varied. For example, a chart that goes from 0 to $50.00 with $5.00 intervals) (JC 5.3)

APPENDIX C

PUBLISHERS

Barnell Loft, Ltd.
111 South Center Avenue
Rockville Center
Long Island, N. Y.

Benziger, Inc.
8701 Wilshire Blvd.
Beverly Hills, Calif. 90211

DLM: Developmental Learning Materials
7440 Natchez Ave.
Niles, Ill. 60648

Educational Design, Inc.
47 w. 13th St.
New York, N. Y. 10011

Fearon Publishers
Lear Siegler, Inc., Education Division
6 Davis Drive
Belmont, Calif. 94002

Finney Company
3350 Gorham Ave.
Minneapolis, Minnesota 55426

Follett Publishing Co.
1010 West Washington Blvd.
Chicago, Ill. 60607

FR: Frank E. Richards Publishing Co.
324 First Street
Liverpool, N. Y. 13088

Grolier Educational Corporation
Instruction Systems Division
845 Third Avenue
New York, N. Y. 10022

Institute of Life Insurance
Health Insurance Institute
Educational Division
277 Park Avenue
New York, N.Y. 10017

Love Publishing Company
6635 E. Villanova Place
Denver, Colorado 80222

McDonalds Ecology Action Pack
P.O. Box 2344
Kittering, Ohio 45429

Pruett Publishing Co.
Boulder, Colorado

APPENDIX D

ACTIVITIES COMMON TO MANY JOBS

GENERAL CLEANING

remove trash
sweep
vacuum
dust
clean ashtrays
clean, polish furniture
scrub, polish, wax floors (hand or machine)
wash windows
wash walls
burn trash

OTHER ACTIVITIES

use telephone to take messages
tie with string or rope
measure weight or length
yard work: rake, mow, weed, trim
count items
read labels, directions
mark, remark, stamp, tag, or label ite
wrap or unwrap packages
transport by stock cart
sack merchandise
spread dust covers
seal packages
replenish supplies
rack or shelve merchandise
load and unload articles
make local deliveries or run errands
sort by size, color, shape, quality, e
clean up barns, farm buildings, yard
hose down floors, walks, steps
wash or polish car
press or iron by hand
dig with pick or shovel

APPENDIX E

CROSS-REFERENCE OF SELECTED OBJECTIVES AND MATERIALS

Note: These references serve two purposes:
(1) To indicate the level of skills required to function in the text
(2) To indicate the content areas included so a teacher may use particular sections
unit he/she is teaching

	Using Dollars and Sense Fearon Publishers Belmont, California 1963 edition	Book 2 Wages and Budgets	Bo Ba
JA1 Arithmetic sight vocabulary	throughout book	throughout book	th
JA2 Writes number words	121, 124, 125	46-48, 50-54, 62 74, 98-104	42 88 12
JA3 Reads and writes numbers	throughout book	throughout book	th
JA4 Adds and subtracts	25, 38-39, 40-45	throughout book	th
JA5 Multiplies and divides	23-28, 62-68, 79-81	throughout book	
JA6 Applies arithmetic skills	throughout book	throughout book	th
JA(M)1 Counts money and makes change	4-22, 40-45, 55	2-3	th
JA(M)2 Banking services			8- 57
JA(M)3 Checking accounts	115, 123	46-48, 50-54, 74, 98-104	75
JA(M)4 Sales tax			
JA(M)5 Understands percent			67
JA(M)6 Budgets	94, 97, 103-114	4-7, 11-15 17-18, 57-92, 105-106	
JA(T)2 Uses A.M. and P.M.		8-10, 19-21 26-28, 44	
JA(T)6 Hours, wages, deductions JV10	91-93	throughout book	
JC14 Installment buying	110-114		
JC18 Bills and receipts			

APPENDIX E

CROSS-REFERENCE OF SELECTED OBJECTIVES AND MATERIALS

es serve two purposes:
te the level of skills required to function in the text
te the content areas included so a teacher may use particular sections as supplements to a
he is teaching

	Using Dollars and Sense Fearon Publishers Belmont, California 1963 edition	Mathematics in Living Pruett Publishing Co. Boulder, Colorado Book 2 Wages and Budgets	Book 3 Banking	Book 4 Credit, Loans and Taxes
vocabulary	throughout book	throughout book	throughout book	throughout bo
ords	121, 124, 125	46-48, 50-54, 62 74, 98-104	42-49, 52-56, 88-91, 94-96, 122-125	6, 39-43, 99
numbers	throughout book	throughout book	throughout book	throughout bo
cts	25, 38-39, 40-45	throughout book	throughout book	throughout bo
divides	23-28, 62-68, 79-81	throughout book		
tic skills	throughout book	throughout book	throughout book	
nd makes change	4-22, 40-45, 55	2-3	throughout book	
es			8-10, 21-56, 57-74, 77	15-43
nts	115, 123	46-48, 50-54, 74, 98-104	75-127	4-6, 99
				46-66
rcent			67-74	throughout bo
	94, 97, 103-114	4-7, 11-15 17-18, 57-92, 105-106		
.M.		8-10, 19-21 26-28, 44		
eductions	91-93	throughout book		
ng	110-114			1-43
ts				4-5, 65-66

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APPENDIX F

HOUSEKEEPING CHORES

Kitchen

- Washing, drying, putting away dishes and utensils
- Cleaning sink
- Wiping counters, stove top, table top, etc.
- Cleaning and defrosting refrigerator
- Cleaning stove and oven
- Emptying trash
- Cleaning trash can
- Cleaning windows
- Washing floor
- Waxing floor
- Cleaning walls and woodwork
- Straightening up cupboards and drawers
- Wiping or cleaning fixtures and appliances

Bathroom

- Cleaning tub
- Cleaning sink and counter
- Cleaning toilet (inside and out)
- Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)
- Cleaning walls, tile, and woodwork
- Cleaning mirrors and windows
- Replacing soiled linen
- Cleaning floor
- Emptying trash
- Cleaning trash can

Living Room, Den, Family Room

- Dusting furniture
- Polishing furniture
- Vacuuming upholstered furniture
- Polishing or waxing floors (if uncarpeted)
- Vacuuming carpets
- Cleaning or dusting walls and woodwork
- Cleaning mirrors and windows
- Emptying and washing ashtrays
- Dusting lamps, bric-a-brac, pictures, etc.

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APPENDIX F

HOUSEKEEPING CHORES

Bathroom	Living Room, Den, Family Room	Bedroom
Cleaning tub	Dusting furniture	Making up bed
Cleaning sink and counter	Polishing furniture	Changing linens
Cleaning toilet (inside and out)	Vacuuming upholstered furniture	Dusting furniture
Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)	Polishing or waxing floors (if uncarpeted)	Polishing furniture
Cleaning walls, tile, and woodwork	Vacuuming carpets	Vacuuming, dusting, and sweeping floors
Cleaning mirrors and windows	Cleaning or dusting walls and woodwork	Polishing or waxing floors (if uncarpeted)
Replacing soiled linen	Cleaning mirrors and windows	Cleaning mirrors and windows
Cleaning floor	Emptying and washing ashtrays	Cleaning or dusting walls and woodwork
Emptying trash	Dusting lamps, bric-a-brac, pictures, etc.	Dusting lamps, bric-a-brac, pictures, etc.
Cleaning trash can		Putting clothes away

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EMR

CURRICULUM GUIDE

SENIOR HIGH

Developed by

The Curriculum Development Project for the Educable Mentally Retarded
Lake Butler, Florida

Serving the School Districts of

Baker, Bradford, and Union Counties, Florida

A Title VI-B Grant of
The Elementary and Secondary Education Act

Edited and Prepared by
Veronica M. Ruschmeier, Project Director and EMR Curriculum Specialist
Linda Rockwell, EMR Curriculum Specialist

June 1974

341/342/343

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The following agencies and individuals have participated in the final phase of the project
the curriculum:

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Cooperative

Baker County School Board Macclenny, Florida	M.J. Gazdick Superintendent of Schools
Bradford County School Board Starke, Florida	Jim Temple Superintendent of Schools
Alachua County School Board Gainesville, Florida	James W. Longstreth Superintendent of Schools
Columbia County School Board Lake City, Florida	Frank Phillips Superintendent of Schools

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- Linda Rockwell, EMR Curriculum Specialist
- Yvonne Stevens, Elementary Supervisor, Baker County
- Betty Allison, Exceptional Child Coordinator Columbia County
- Jane Nelson, Director MR and SLD, Alachua County

Field Test Teachers:

Primary

Alachua County: Brenda M
Baker County: Wanda Walk
Bradford County: Mellone
Esther Tolbert
Columbia County: Hope Mc
Jane O'Rear
Union County: Marilyn Er

Intermediate

Alachua County: Patricia
Baker County: Nan Bowen,
Bradford County: Patrici
Paula White
Columbia County: Eloise
Mary Jane Weaver

Junior High

Columbia County: Carol H
Wayne Hooks

Junior-Senior High

Alachua County: Judy Jeu
Bradford County: Eugene
Columbia County: Jan Bir

PARTICIPANTS

ies and individuals have participated in the final phase of the project: field testing and revising the curriculum:

ENCIES

scal Board a	James H. Cason, III Superintendent of Schools
Board	M.J. Gazdick Superintendent of Schools
ool Board	Jim Temple Superintendent of Schools
ol Board a	James W. Longstreth Superintendent of Schools
ool Board	Frank Phillips Superintendent of Schools

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District Federal Projects Director,

ier, EMR Project Director and
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r MR and SLD, Alachua County

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Baker County: Wanda Walker
Bradford County: Mellonease McDonald, Willie Mae Rando
Esther Tolbert
Columbia County: Hope McDonald, Margaret McGrath,
Jane O'Rear
Union County: Marilyn Ericsson

Intermediate

Alachua County: Patricia Padgett, Shirlee Turner
Baker County: Nan Bowen, Ruby King
Bradford County: Patricia Sigglekow, Elizabeth Walker,
Paula White
Columbia County: Eloise Green, Rosa Scott,
Mary Jane Weaver

Junior High

Columbia County: Carol Howell, Sammie Everett,
Wayne Hooks

Junior-Senior High

Alachua County: Judy Jeuvenaz, Kandy Friese
Bradford County: Eugene Harvey, Cynthia Hebb
Columbia County: Jan Binet

Following are individuals who participated in earlier phases of the project:

Administrative, Supervisory, and Consultive

Gerald Boardman, Consultant, University of Nebraska
Jim Duncan, Consultant, Director Title III
P.E. Project for M.H.
Charles Forgnone, Consultant, University of Florida
Pamela Harrington, former EMR Specialist
Joseph Marinelli, former Project Director
Mary Lou McEver, Consultant, University of Florida
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Bradford County: Yvonne Long, Willie Mae Randolf, Linda Rockwell, Paula White

Union County: Marilyn Ericsson, John Fielding, Helen S. Hoffman, Sharon Minshew, Janice Snodgrass

The project staff would like

Landis Stetler, Chief
Virginia Eaton, MR Consultan
Pat Hollis, MR Consultant

Bureau of Exceptional Child
Education, Tallahassee, Flori

For their continued support,

The principals of partic
counties for their cooperatio
curriculum development projec

Local employers for the
the Needs Assessment Survey;

All the teachers in Bak
who helped with the Needs As

And last but not least,
who not only kept the projec
too - our secretary, Patsy C

To all of these people
sincere appreciation.

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uals who participated in earlier

visory, and Consultive

onsultant, University of Nebraska
tant, Director Title III
for M.H.
Consultant, University of Florida
former EMR Specialist
former Project Director
nsultant, University of Florida
Consultant, University of Florida
entary Supervisor, Bradford

Bowen, Ruby King

vonne Long, Willie Mae Randolf,
, Paula White

lyn Ericsson, John Fielding,
n, Sharon Minshew,
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The project staff would like to acknowledge:

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Pat Hollis, MR Consultant

Bureau of Exceptional Child Education, Department of Education, Tallahassee, Florida

For their continued support, cooperation, and assistance;

The principals of participating schools in the five counties for their cooperation in all phases of the curriculum development project;

Local employers for their assistance in conducting the Needs Assessment Survey;

All the teachers in Baker, Bradford, and Union Countie who helped with the Needs Assessment survey;

And last but not least, the real boss of the project who not only kept the project in line but kept us in line too - our secretary, Patsy Cason.

To all of these people and agencies we extend out sincere appreciation.

Veronica Ruschmeier
Veronica Ruschmeier

Linda Rockwell
Linda Rockwell

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INTRODUCTION

This curriculum guide is the product of an ESEA Title VI-B grant awarded to Baker, Bradford, and Union Counties Florida for a three year period from July 1971 - June 1974. The three years corresponded roughly to the three main phases of the project.

The first involved conducting a needs assessment. The educational and vocational needs and resources of the three counties were surveyed. One of the conclusions was the need for a functional, sequential curriculum. For more information on this phase see A Systems Procedure Manual For Conducting A Needs Assessment and A Summary Of Findings And Recommendations For Curriculum Development: Needs Assessment Of The Educable Mentally Retarded In Baker, Bradford And Union Counties.

During the second year; the objectives of the curriculum were written. The Curriculum Model consisted of four areas: Basic Skills, Vocational Competencies, Social Competencies, and Physical Skills and four levels: Primary (CA 6-9), Intermediate (CA 10-12), Junior High (CA 13-15) and Senior High (CA 16 and older). For each area, a terminal objective was written and within each area and level several Interim Objectives were written. Fianlly, a team of teachers from the three countis, whose classes ranged from primary through secondary EMR, revised the Terminal and Interim Objectives. These objectives were revised throughout the writing phase by the writing team and the EMR Curriculum Specialist. These objectives were published in four books (one for each level): Field Test Draft: Student Objectives For The Educable Mentally Retarded.

The third phase, which w
year but expanded during the
A total of 38 teachers of EMR
Bradford, Columbia, and Union
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These teachers were asked to
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and comments regar
(c) A random sample of
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(d) The EMR Curriculum
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objectives.

On the basis of the info
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eld Test Draft: Student Objectives
tally Retarded.

The third phase, which was begun during the second year but expanded during the third year was field testing. A total of 38 teachers of EMR students in Alachua, Baker, Bradford, Columbia, and Union Counties were asked to participate in the field testing and 27 did participate. These teachers were asked to work with the objectives making recommendations regarding clarity, appropriatness for their level, meaningfulness, and the placement of the specific objectives within the total curriculum. Secondly, teachers were asked to suggest activities and materials for the accomplishment of the objectives. Feedback from the teachers was obtained through:

(a) A daily log kept by the teachers showing the objectives to be taught or evaluated, the participating students, the time spent on the objectives, and comments regarding teaching toward the objectives.
(b) A workbook in which teachers wrote the activities materials, and resources used for each objective and comments regarding the objectives.
(c) A random sample of test items was given to some of the students to determine appropriatness of the objectives.
(d) The EMR Curriculum Specialist met with teachers in groups and individaully to discuss the objectives.

On the basis of the information thus obtained objectiv were revised again, re-sequenced, added, or omitted. The activities, materials, and resources were added to the objectives for this document.

USING THE CURRICULUM GUIDE

Levels

The objectives were divided into the four levels of Primary, Intermediate, Junior and Senior High partly as a convenience to the teacher and partly as an initial step in developing a system of accountability. Much more extensive investigation and field testing would need to be conducted for the latter purpose, but the guide might serve in the meantime as an approximation of student expectation. However, as in any good testing, the student needs to be taken from where he is to as far as he can go, and recognition must be given to the different achievement levels within the student as well as within the class. Thus the teacher must not feel restricted to just one level of the curriculum guide.

Numbering of Objectives

The first letter refers to the level

P = Primary
I = Intermediate
J = Junior High
S = Senior High

The second letter or group of letters refers to a general area of learning:

L = Listening
Sp = Speaking
R = Reading
W = Writing
A = Arithmetic, Facts and Processes
A(M) = Arithmetic, Money
A(T) = Arithmetic, Time
A(Ms) = Arithmetic, Measurement
E = Environmental Awareness
V = Vocational
S = Social
P = Physical

The number preceding th
objective within each of the

The final number, follo
to the specific objective wi

Thus PA5.4 is the fourt
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and Processes).

Using the Objectives

In an attempt to provid
behavioral objectives are fa
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Originally, sample test
were going to be included in
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field test teachers and Spec
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often one activity can test s
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item first -- a pre -- test - a
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toward that objective.

Using Activities, Materials,

Field test teachers wrot
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Specific Objective. The Spec
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USING THE CURRICULUM GUIDE

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ic, Money
ic, Time
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The number preceding the decimal refers to the interi objective within each of the general areas above.

The final number, following the decimal point, refers to the specific objective within each interim objective.

Thus PA5.4 is the fourth specific behavioral objectiv of the fifth interim objective of Primary Arithmetic (Fact and Processes).

Using the Objectives

In an attempt to provide a sequential curriculum, the behavioral objectives are fairly specific. Such specific behaviors rarely occur in isolation nor should they be taught in isolation. Most objectives can be correlated with other objectives through careful planning and selecti of activities. The more familiar the user becomes with the objectives, the easier it will be to combine them.

Originally, sample test items for each objective were going to be included in the guide. These were omitted due to space and because it was the opinion of the field test teachers and Specialists that the wording of the objectives practically provide test items. Furthermor often one activity can test several objectives. Generally it is recommended that objectives be presented as a test item first -- a pre -- test -- and if the student has not passed the item, then activities be conducted to instruct toward that objective.

Using Activities, Materials, and Resources

Field test teachers wrote the activities, materials, and resources they used to help students accomplish each Specific Objective. The Specialists combined these within each Interim Objective for ease of use and added additiona activities and materials.

The activities vary from very specific to general suggestions depending upon the objective itself and the response of the field test teachers. Room has been provided for the user to add other activities, materials, and resources. As mentioned above, behaviors do not occur in isolation and therefore the activities suggested are generally appropriate for several objectives. The selection of activities will depend upon the needs of individual students. For example, many objectives suggest making bulletin board displays, posters, or booklets. If the student needs to develop social skills of working together and language skills of communicating with peers, a group project would be more appropriate; if he needs to develop vocational skills of working independently, a booklet would be more appropriate. If he needs to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw or paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

The commercial materials suggested are not necessarily recommended per se. They are listed only to give an idea of the type materials that can be used and similar materials produced by other companies would generally be as appropriate. In a few cases, materials regularly used by teachers were crossed-references (e.g. Steck-Vaughn: Working with Numbers at the Primary level, Be Informed Series at the Senior High Level).

Recording Stude

Teachers in the partici
to develop a system of recor
student. Eventually it is a
would be used by all teacher
small booklet listing each o
checking system (e.g. comple
occasional demonstration of
yet or no exposure). Anothe
card for each level or a fil
each level on the four sides
square with the four goal ar
and specific objectives list
Individualized Reading Instr
Love Publishing Company, Den
for an example of this type

Regardless of the syste
of the student's accomplishm
to avoid duplication or omis
reinforcement will be necess
record keeping will elimate
of having students "learning
what they are not ready to l

ry from very specific to general
upon the objective itself and the
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ed-references (e.g. Steck-Vaughn:
t the Primary level, Be Informed
igh Level).

Recording Student Accomplishments

Teachers in the participating counties are being aske to develop a system of recording objectives achieved by ea student. Eventually it is anticipated that the same syste would be used by all teachers. One suggestion has been a small booklet listing each objective and three point checking system (e.g. complete acquistion of objective, occasional demonstration of skill, no success with objecti yet or no exposure). Another suggestion has been a single card for each level or a file folder with objectives for each level on the four sides. These might be arranged in square with the four goal areas on each side and the inter and specific objectives listed under each goal area (see Individualized Reading Instruction by Frank D. Taylor et a Love Publishing Company, Denver, Colorado, 80222, page 13 for an example of this type arrangement).

Regardless of the system used a record should be kept of the student's accomplishment of the objectives in order to avoid duplication or omission. Selected review and reinforcement will be necessary of course, but careful record keeping will elimate the time wasting practice of having students "learning" what they already know or what they are not ready to learn.

Special Note to Users of the Senior High Level

Since each level of the curriculum represents a span of three or four years, and since teachers had the objectives for field testing only for one year or less, naturally the teachers did not work on all the objectives. Therefore, activities and materials were suggested for about one-third of the objectives. The curriculum specialists, Linda Rockwell and Veronica Ruschmeier, filled in on those objectives for which no suggestions or few suggestions were made.

However, at the Senior High level, there were three additional problems. First, there were fewer Senior High teachers (as a matter of fact, all the secondary teachers combined Junior and Senior High). Secondly, those teachers tended to make fewer suggestions than the Primary, Intermediate, and Junior High teachers had made. Finally, the Senior High level was the last to go out for field testing, and the last level to be brought back for compilation and revision.

Thus, the curriculum specialists ha
time (with Federal Project deadline
to the Senior High as they would li

As a result, there are some objecti
High level for which there are no a
materials suggested, and many for w
types of activities are suggested.

It is our hope that the objectives
general activities, and the activit
resources provided at other levels
with ideas upon which they can expa

Special Note to Users of the Senior High Level

urriculum represents a span of
since teachers had the objec-
nly for one year or less,
d not work on all the objectives.
materials were suggested for
jectives. The curriculum
ll and Veronica Ruschmeier,
ives for which no suggestions
ade.

gh level, there were three
st, there were fewer Senior
r of fact, all the secondary
and Senior High). Secondly,
make fewer suggestions than
, and Junior High teachers
enior High level was the
testing, and the last level
mpilation and revision.

Thus, the curriculum specialists had insufficient time (with Federal Project deadlines) to add as much to the Senior High as they would liked to have done.

As a result, there are some objectives at the Senior High level for which there are no activities or materials suggested, and many for which only general types of activities are suggested.

It is our hope that the objectives themselves, the general activities, and the activities, materials, and resources provided at other levels will provide users with ideas upon which they can expand.

BASIC SKILLS

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GOAL

Upon completion of the EMR program the learner shall demonstrate an ability to use the basi (reading, writing, spelling) and arithmetic skills to successfully compete in the world of demonstrate an awareness of his environment.

TERMINAL OBJECTIVE

The EMR learner will exhibit proficiency in expressive and receptive language skills

Senior High Listening - 1 - Can repeat major points of a speech or presentation	
SL1.1 After listening to a presentation, the student will repeat at least three major points from the presentation to the teacher's satisfaction.	Tell students ahead of time th asked at the end of a present who can answer them.
Senior High Listening - 2 - Shows logical thinking by asking pertinent questions of a spea	
SL2.1 After listening to a speech, the student will ask one question about the speech to the teacher's satisfaction.	Students should not be expect every speech. However, encou by praising or giving points
Senior High Listening - 3 - Can tactfully have a speaker repeat what was said for missed c	
SL3.1 Given the situation in which the student does not hear or understand something in an oral statement, he will ask the speaker to repeat what was said to the teacher's satisfaction.	Remind students to ask questi stand something. During disc try to determine if students missing something.

GOAL

e EMR program the learner shall demonstrate an ability to use the basic language skills elling) and arithmetic skills to successfully compete in the world of work. He shall also ess of his environment.

TERMINAL OBJECTIVE

exhibit proficiency in expressive and receptive language skills

- 1 - Can repeat major points of a speech or presentation

g to a presentation, the student will major points from the presentation sfaction.	Tell students ahead of time that there will be questions asked at the end of a presentation. Give points to those who can answer them.

- 2 - Shows logical thinking by asking pertinent questions of a speaker

g to a speech, the student will ask one eech to the teacher's satisfaction.	Students should not be expected to ask questions after every speech. However, encourage them to ask questions by praising or giving points for good questions.

- 3 - Can tactfully have a speaker repeat what was said for missed content

ation in which the student does not mething in an oral statement, he to repeat what was said to the n.	Remind students to ask questions if they don't understand something. During discussions after presentations, try to determine if students are realizing when they are missing something.

Senior High Listening - 4 - Listens to a speaker's completed statement without interrupting

SL4.1 In a situation in which the student is required to listen to a speech, he does so without interrupting the speaker to the teacher's satisfaction.	Observe students during everyd to those who continually inter
SL4.2 In actual classroom situations, the student will listen to his teacher's or peer's statements without interrupting to the teacher's satisfaction.	

Senior High Listening - 5 - Can follow fairly complex directions

SL5.1 Given oral directions of more than five parts, the student will correctly follow the directions in sequence, to the teacher's satisfaction.	Plan craft and vocational pro will get practice in following
SL5.2 After receiving directions on a work plan, the student will complete the task to the teacher's satisfaction.	

Senior High Listening - 6 - Can interpret messages

SL6.1 Given an oral message, the student will correctly interpret the message to the teacher's satisfaction.	Create situations in which st If there is a telephone in th on telephone duty. Give each student a message t class. Have them re-record t and compare.
SL6.2 Given a written message, the student will read and interpret the message to the teacher's satisfaction.	

- 4 - Listens to a speaker's completed statement without interrupting

in which the student is required to e does so without interrupting the r's satisfaction.	Observe students during everyday activities. Speak to those who continually interrupt.
sroom situations, the student will 's or peer's statements without eacher's satisfaction.	

- 5 - Can follow fairly complex directions

ections of more than five parts, the y follow the directions in sequence, sfaction.	Plan craft and vocational projects in such a way that studen will get practice in following a series of directions.
g directions on a work plan, the the task to the teacher's satis-	

- 6 - Can interpret messages

message, the student will correctly to the teacher's satisfaction.	Create situations in which students are given messages. If there is a telephone in the facility, have students be on telephone duty. Give each student a message to record at the beginning of class. Have them re-record the message at the end of class and compare.
n message, the student will read and to the teacher's satisfaction.	

TERMINAL OBJECTIVE

The EMR learner will exhibit proficiency in expressive and receptive language skills

Senior High Speaking - 1 - Can express his needs and concerns tactfully to employer and pe

SSp1.1 The student will correctly express his needs to employer and peers in at least three simulated situations to the teacher's satisfaction. e.g. Problems with his job or task; personal or family illness; extenuating circumstances; injury in the line of duty; peer harassment; employer harassment; advice from employer; etc.	While working with students o on the student's evaluation sh - - - - - - - - - - - - - - - Educational Design Inc.: Worl II: Getting a Job

Senior High Speaking - 2 - Speaks before others with ease and confidence

SSp2.1 In an actual job interview, or in a simulated situation in which a stranger plays the role of interviewer, the student will speak with ease and confidence as determined by the interviewer and to the interviewer's satisfaction.	Create role play situations fo employee relationships, employ When an occasion arises, have freshments to guests. Discuss Observe how students handle th - - - - - - - - - - - - - - -
SSp2.2 Given the opportunity to speak with strangers in the classroom, the student will do so with ease and confidence as determined by and to the satisfaction of the teacher.	Educational Design Inc.: World II: Getting a Job
SSp2.3 In an actual job situation, or in simulated situations with strangers playing the role of customers, the student will perform the necessary services speaking with ease, to the satisfaction of the supervisor or teacher.	3

BASIC SKILLS
SENIOR HIGH
SPEAKING

TERMINAL OBJECTIVE

exhibit proficiency in expressive and receptive language skills

- 1 - Can express his needs and concerns tactfully to employer and peers

ill correctly express his needs to at least three simulated situations sfaction. e.g. Problems with his or family illness; extenuating cir- the line of duty; peer harassment; advice from employer; etc.	While working with students on the job, include this concept on the student's evaluation sheet. - Educational Design Inc.: World of Work, I: On the Job, and II: Getting a Job

- 2 - Speaks before others with ease and confidence

ob interview, or in a simulated situ- nger plays the role of interviewer, with ease and confidence as deter- ver and to the interviewer's satis-	Create role play situations for job interviews, customer-employee relationships, employer-employee relationships, etc. When an occasion arises, have students make and serve refreshments to guests. Discuss proper manner beforehand. Observe how students handle themselves (Correlate with SS23) -
rtunity to speak with strangers in dent will do so with ease and con- by and to the satisfaction of the	Educational Design Inc.: World of Work, I: On the Job, and II: Getting a Job
ob situation, or in 'simulated situa- laying the role of customers, the he necessary services speaking with ion of the supervisor or teacher.	

Senior High Speaking - 3 - Expands vocabulary to adult living

SSp3.1 The student will use descriptive words in his everyday speaking to the satisfaction of the teacher.	Relate working vocabulary t gardening, woodworking, etc. orally particular terminolo
SSp3.2 The student will use technical words related to his vocation to the teacher's satisfaction (See Appendix A)	Use Hollywood Squares and m antonyms, etc.
SSp3.3 Given common words, the student will state one synonym for each to the teacher's satisfaction.	
SSp3.4 Given sets of two hononyms, the student will correctly define each word in the set 90% of the time.	
SSp3.5 Given sets of two antonyms, the student will correctly define each word in the set 90% of the time.	

Senior High Language Speaking - 4 - Is able to give directions clearly

SSp4.1 In actual situations, the student will give directions clearly and precisely to the teacher's satisfaction. For example: He can give directions on how to get somewhere, how to do something, etc.	Have a student give directi community. The class must give "How To" speeches. As "supervisor" to help younge directions.

- 3 - Expands vocabulary to adult living

ill use descriptive words in his the satisfaction of the teacher.	Relate working vocabulary to cooking class, sewing, gardening, woodworking, etc. Have students describe orally particular terminology.
ill use technical words related to eacher's satisfaction (See Appen-	Use Hollywood Squares and modified Password for hynonyms antonyms, etc.
words, the student will state one e teacher's satisfaction.	
two hononyms, the student will word in the set 90% of the time.	
two antonyms, the student will word in the set 90% of the time.	

peaking - 4 - Is able to give directions clearly

ations, the student will give direc- isely to the teacher's satisfaction. ive directions on how to get some- hing, etc.	Have a student give directions to a particular place in the community. The class must guess the place. Have students give "How To" speeches. Assign an older student as a "supervisor" to help younger ones in tasks requiring directions.

Senior High Language Speaking - 5 - Uses correct English when speaking

SSp5.1 In everyday situations, the student will use sufficient English grammar so that the teacher and his peers can understand him.	Make crossword puzzles using word as the clue for the wor Password game. See (Appendi
SSp5.2 Given 20 words orally, half of which are slang, the student will identify the slang words with 90% accuracy.	Discuss the importance of ap including grammar and slang. have students determine whet to use their best speech hab
SSp5.3 Given ten popular slang words, the student will name one non-slang substitute for each word.	Derive a list of slang word write them on the board. Wr beside them. Discuss when a and are not appropriate.
SSp5.4 Given different situations, the student will state whether or not the use of slang is appropriate in each situation with 90% accuracy.	Make crossword puzzles using standard words in the puzzle

Senior High Language Speaking - 6 - Makes social introductions

SSp6.1 In real or simulated situations, the student will make social introducations to the teacher's satisfaction.	Survey students to see if th tions. If not, see the Juni objectives and activities.

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3

Speaking - 5 - Uses correct English when speaking

situations, the student will use rammar so that the teacher and his peers	Make crossword puzzles using the slang version of the word as the clue for the word in the puzzle. Play modifi Password game. See (Appendix B).
ds orally, half of which are slang, the the slang words with 90% accuracy.	Discuss the importance of appropriate speech patterns including grammar and slang. Describe situations and have students determine whether or not they should try to use their best speech habits.
pular slang words, the student will ubstitute for each word.	Derive a list of slang words from the students and write them on the board. Write the non-slang substitutes beside them. Discuss when and where these words are and are not appropriate.
ent situations, the student will state e of slang is appropriate in each ccuracy.	Make crossword puzzles using slang words as clues for standard words in the puzzle.

Speaking - 6 - Makes social introductions

imulated situations, the student will tions to the teacher's satisfaction.	Survey students to see if they know how to make introductions. If not, see the Junior High level for specific objectives and activities.

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BA
SE
LA

Senior High Language Speaking - 7 - Demonstrates proper use of the telephone in social and

SSp7.1 In real or simulated situations, the student will use the telephone for social situations including (1) locating a number or getting it from information (2) dialing the number (3) asking for the person wanted (4) using appropriate greeting and closing (5) properly modulating voice (6) appropriately answering the telephone (7) giving and taking messages.

SSp7.2 In a simulated job situation, the student will demonstrate proper use of telephone to the teacher's satisfaction including (1) correctly making calls (2) politely and appropriately answering the phone (3) taking orders or messages (4) politely asking someone to hold when necessary (5) properly modulating voice.

Make up complex tasks
example: Give the stud
him you heard of a job
His task is to find the
(simulated- the teacher
employer) and make an
Vary the tasks to encom
situations.

If there is a telephone
students telephone duty
class, student on duty

Speaking - 7 - Demonstrates proper use of the telephone in social and business situations (See SS6)

imulated situations, the student will r social situations including (1) getting it from information (2) dialing g for the person wanted (4) using and closing (5) properly modulating ely answering the telephone (7) giving	Make up complex tasks concerning telephone use. For example: Give the student a telephone book. Tell him you heard of a job at a particular business. His task is to find the number, place the call (simulated- the teacher plays the role of perspectiv employer) and make an appointment for an interview. Vary the tasks to encompass a variety of possible situations.
ed job situation, the student will se of telephone to the teacher's ng (1) correctly making calls (2) ately answering the phone (3) taking) politely asking someone to hold operly modulating voice. 369	If there is a telephone in the facility, assign students telephone duty. If the phone rings during class, student on duty quietly goes to answer it. 370

TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in those reading skills which will provide him
time and vocational reading activities.

Senior High Reading Skills - 1 - Attains maximum reading proficiency and uses it in all cur

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SR1.1 Given reading material on his level, the student will independently use structural, phonetic, and context clues to attack unknown words with 90% accuracy.

SR1.2 Provided with a selection of material on his independent reading level in all curriculum areas, the student will answer questions regarding the main idea with 90% accuracy.

SR1.3 Provided with a selection of material on his independent reading level in all curriculum areas, the student will answer questions regarding specific detail with 90% accuracy.

SR1.4 The student will read test material written on his independent reading level in all curriculum areas with 90% accuracy.

Structure activities so studen
either individually to the tea
a whole. Observe students use
and contextual clues. Make up
students have been assigned to

- - - - - - - - - - - - - - -

Magazines, books, pamphlets, e
FP.: Foundations of Citizenship
New Readers Press: Be Informed
Xerox: Pals Paperbacks
Fearon: Pacemaker Classics; St
Adventure
Barnell Loft: Specific Skill S
Scholastic: Action Kit and Act

BASIC SKILLS
SENIOR HIGH
READING SKILLS

TERMINAL OBJECTIVE

demonstrate proficiency in those reading skills which will provide him with a basis for leisure eading activities.

kills - 1 - Attains maximum reading proficiency and uses it in all curriculum areas

naterial on his level, the student will ictural, phonetic, and context clues ds with 90% accuracy.	Structure activities so students will read orally either individually to the teacher or to the class as a whole. Observe students use of structural, phonetic, and contextual clues. Make up questions regarding material students have been assigned to read.
a selection of material on his indepen- all curriculum areas, the student will rding the main idea with 90% accuracy.	Magazines, books, pamphlets, etc. FR: Foundations of Citizenship New Readers Press: Be Informed Xerox: Pals Paperbacks Fearon: Pacemaker Classics; Story Books and True Adventure Barnell Loft: Specific Skill Series Scholastic: Action Kit and ActionLibrary
a selection of material on his indepen- all curriculum areas, the student regarding specific detail with 90%	
ll read test material written on his evel in all curriculum areas with 90%	

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Senior High Reading Skills - 2 - Reads for personal information, understanding and leisure
of materials

SR2.1 The student will read and explain to the teacher's satisfaction 75% of the functional words found in Appendix A	Survey students on functi individual basis of sigh cards, crossword puzzles
SR2.2 Given a variety of materials on his interest and reading level, the student will select materials for his leisure once every 3 - 4 weeks.	Have students bring in f pamphlets found at gas s Have students list place like to go. Encourage students to lo or things to make in mag file. ------------------------------ *Fearon: Pacemaker Classi Xerox: Pals Paperbacks, Scholastic Book Services

8

kills - 2 - Reads for personal information, understanding and leisure using a variety of materials

ll read and explain to the teacher's he functional words found in Appendix A	Survey students on functional words. Teach on an individual basis of sight vocabulary using flash cards, crossword puzzles, word hunts, etc.
y of materials on his interest and udent will select materials for his - 4 weeks.	Have students bring in free information such as travel pamphlets found at gas stations. Plan a dream trip. Have students list places they would and would not like to go. Encourage students to look for interesting recipes or things to make in magazines or newspapers. Make a file.
	Fearon: Pacemaker Classics, Story Books, True Adventure Xerox: Pals Paperbacks, Know Your World Scholastic Book Services: Action Libraries

Senior High Reading Skills - 3 - Reads rules and regulations for protection and direction w

SR3.1 The student will read and explain the meaning of 75% of the Vocationally Related Words found in Appendix A.	Many of the larger busine and grocery store chains one of these to use as a regulations. Make up fic company rules. On field to discuss rules. Teach sight vocabulary on an in cards, crossword puzzles,
SR3.2 Given 8 - 10 written rules or regulations pertaining to protection and direction on the job, the student will read 6 and explain their meaning, to the teacher's satisfaction.	
SR3.3 Given five written rules of 2 or more sentences in length pertaining to a job and given at least one example each of infractions of those rules, the student will select the rule being broken with 100% accuracy.	

Senior High Reading Skills - 4 - Reads occupational material required on-the-job

SR4.1 Given order forms and labels pertaining to the job, e.g. order blanks, sick leave forms, stacking directions, the student will read and complete the forms with 80% accuracy.	Bring in or have students sample labels and forms t
SR4.2 During on the job training, the student will read all labels, forms, order blanks and other occupational material required with 80% accuracy.	Simulate waitress job, st etc. including filling ou as part of each unit or d Also read directions in ma appliances.

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ills - 3 - Reads rules and regulations for protection and direction which pertain to jobs

l read and explain the meaning of y Related Words found in Appendix A. itten rules or regulations pertaining ction on the job, the student will read aning, to the teacher's satisfaction. ten rules of 2 or more sentences in job and given at least one example those rules, the student will select with 100% accuracy.	Many of the larger businesses such as department store and grocery store chains have employee handbooks. Get one of these to use as a resource for sample rules and regulations. Make up fictional characters who break company rules. On field trips to job sites, ask guide to discuss rules. Teach vocationally related words as sight vocabulary on an individual basis using flash cards, crossword puzzles, word hunts, etc.

ills - 4 - Reads occupational material required on-the-job

ms and labels pertaining to the job, k leave forms, stacking directions, and complete the forms with 80% ob training, the student will read all lanks and other occupational material racy.	Bring in or have students who are working bring in sample labels and forms that they come in contact with. Simulate waitress job, store clerk, gas station attendan etc. including filling out forms. This might be covered as part of each unit or different jobs. Also read directions in manuals for use of tools and appliances.

Senior High Language Writing - 1 - Uses writing skills satisfactorily in all curriculum area

SW1.1 Whenever presented with a situation that requires writing, the student will legibly write either in cursive or manuscript, whichever is required to the teacher's satisfaction.	Observe students writing c individually with those st See the Intermediate and J specific objectives and ac

Senior High Language Writing - 2 - Can spell accurately words in all curriculum areas, incl words needed in filling out application and othe

SW2.1 The student will correctly spell all words related to his personal, education, and work experience background which are usually needed on a job application. e.g. months, name of school, city, state, his race, his job title, machines he can operate, etc.	Teach only the most necess Use crossword puzzles, wor student make his own spell one page for each letter c students record words as t
SW2.2 The student will spell those words the teacher deems essential to all curriculum areas, with 80% accuracy.	

Senior High Language Writing - 3 - Can take and record messages

SW3.1 In actual or simulated situations the student will write messages for another person clearly enough that the person can understand the message, 90% of the time.	Make simulated telephone c taking a written message i SSp7)

riting - 1 - Uses writing skills satisfactorily in all curriculum areas

ted with a situation that requires ill legibly write either in cursive er is required to the teacher's	Observe students writing on daily assignments. Work individually with those students who have problems writi See the Intermediate and Junior High levels for more specific objectives and activities.

Vriting - 2 - Can spell accurately words in all curriculum areas, including vocational words and words needed in filling out application and other forms

ll correctly spell all words related ation, and work experience back- lly needed on a job application. e.g. , city, state, his race, his job title, te, etc.	Teach only the most necessary words as spelling words. Use crossword puzzles, word hunts, etc. Have each student make his own spelling reference book. Provide one page for each letter of the alphabet and have students record words as they arise in daily classwork.
ll spell those words the teacher deems iculum areas, with 80% accuracy.	

Vriting - 3 - Can take and record messages

mulated situations the student will other person clearly enough that the the message, 90% of the time.	Make simulated telephone calls to students in which taking a written message is necessary. (See SL6 and SSp7)

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Senior High Language Writing - 4 - Can write letters and thank you notes

SW4.1 In a situation that requires a letter or a thank you note, the student will write the letter or thank you note to the teacher's satisfaction. (See IW8 and JW9)	Discuss the importance of are in order. See the Intermediate and J detailed objectives and ac Make up fictitious charact weddings, babies, birthday Have students write thank

Senior High Language Writing - 5 - Can write checks

SW5.1 Given the oral or written spelling of the name of the person or agency for whom the check is to be written, the student will write the name on the check with 95% accuracy.	See the Arithmetic (Money) Level.
SW5.2 Given checks to write in any amount up to $200, the student will write the amount in digits and words as required with 95% accuracy. e.g. $116.95 and One hundred sixteen and 95/100.	
SW5.3 The student will fill out checks putting the necessary information in the appropriate places without error.	

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Writing - 4 - Can write letters and thank you notes

that requires a letter or a thank will write the letter or thank you satisfaction. (See IW8 and JW9)	Discuss the importance of thank you notes and when they are in order. See the Intermediate and Junior High levels for more detailed objectives and activities. Make up fictitious characters who have received gifts fo weddings, babies, birthdays, Christmas, graduation, etc. Have students write thank you notes for these occasions.

Writing - 5 - Can write checks

or written spelling of the name of the hom the check is to be written, the name on the check with 95% accuracy.	See the Arithmetic (Money) section of the Junior High Level.
write in any amount up to $200, the amount in digits and words as required . $116.95 and One hundred sixteen and	
l fill out checks putting the necessary ropriate places without error.	

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Senior High Language Writing - 6 - Can make inventory records

SW6.1 Given a situation in which an inventory is required, the student will fill out the inventory record with 100% accuracy.	Using a relatively standard students take inventory of t of the facility.

Senior High Language Writing - 7 - Can make up a usable shopping list

SW7.1 Given an oral shopping list, the student will write whole words or abbreviations for each item and read back the list at least an hour later with 90% accuracy.	Have students make up shoppi parties and other cooking pro needed to get supplies for c project.
SW7.2 Given a real or simulated situation, the student will decide what is needed and write a shopping list to the teacher's satisfaction.	

Senior High Language Writing - 8 - Can formulate written suggestions for vocational improve

SW8.1 Given a real classroom situation which could be improved, the student will write a suggestion for the improvement using sufficiently clear grammar, spelling, and writing that the idea can be understood by the teacher.	After special class activitie projects, etc. have students improvement.
SW8.2 Given a real or hypothetical vocational situation which needs improvement, the student will write a realistic suggestion for the improvement using sufficiently clear grammar spelling, and writing that the idea can be understood by the teacher.	

riting - 6 - Can make inventory records

on in which an inventory is required, out the inventory record with 100%	Using a relatively standard inventory record form, have students take inventory of the classroom and other areas of the facility.

riting - 7 - Can make up a usable shopping list

hopping list, the student will write ations for each item and read back the later with 90% accuracy.	Have students make up shopping lists for food needed for parties and other cooking projects. Lists may also be needed to get supplies for craft and other vocational project.
simulated situation, the student will and write a shopping list to the .	

riting - 8 - Can formulate written suggestions for vocational improvement

assroom situation which could be will write a suggestion for the iciently clear grammar, spelling, dea can be understood by the teacher.	After special class activities such as trips, parties, projects, etc. have students write suggestions for improvement.
hypothetical vocational situation t, the student will write a realistic rovement using sufficiently clear writing that the idea can be her.	

TERMINAL OBJECTIVE

The EMR learner will demonstrate functional arithmetic skills necessary for practical inde

Senior High Arithmetic Fundamental Skills - 1 - Adds and subtracts multi-digit whole numbe

SA1.1 Given any addition or subtraction problem involving whole numbers, the student will solve them with 90% accuracy.	If the student has not att addition and subtraction Intermediate and Jr. High objectives and activities. everyday living should be Orally conduct exercises i subtraction. Keep the pac this to checking and savin "deposit","withdrawn" and and and subtract.
SA1.2 Given addition or subtraction problems involving money, the student will correctly solve 90% of the problems with correct placement of decimal points.	
SA1.3 Given word problems requiring addition or subtraction, the student will correctly solve 90% of the problems with correct placement of decimal points, if problems involve money.	Love Publication Co., Indiv
SA1.4 Given multi-step problems involving addition and/or subtraction, the student will correctly solve of the problems e.g. 24 + 132 - 26+8, with 90% accuracy. 383	384

TERMINAL OBJECTIVE

demonstrate functional arithmetic skills necessary for practical independent living in society

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ic Fundamental Skills - 1 - Adds and subtracts multi-digit whole numbers

tion or subtraction problem involving
tudent will solve them with 90% accuracy.

or subtraction problems involving money,
rectly solve 90% of the problems with
decimal points.

lems requiring addition or subtraction,
rectly solve 90% of the problems with
decimal points, if problems involve

p problems involving addition and/or
lent will correctly solve of the
2 - 26+8, with 90% accuracy.

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If the student has not attained proficiency in simple addition and subtraction by this level see the Intermediate and Jr. High levels for more specific objectives and activities. Word problems involving everyday living should be the emphasis at this point. Orally conduct exercises in multi-step addition and subtraction. Keep the pace as fast as possible. Relate this to checking and savings accounts by using the terms "deposit","withdrawn" and "write a check" instead of add and and subtract.

Love Publication Co., Individualized Math Instruction

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BASIC
SENIO
ARITHM

Senior High Arithmetic Fundamental Skills - 2 - Expands multiplication and division skills

SA2.1 When unable to remember the product of two single digit numbers, the student will use addition to solve the problem with 90% accuracy.	Use multiplication and di individual drill. Keep a progress of students as t Play multiplication Bingo Roll dice to make up mult class or individuals and Apply multiplication and problems like figuring wa
SA2.2 Given multiplication problems involving one multi-digit number and one single digit number and requiring carrying, the student will correctly solve 90% of the problems.	
SA2.3 Given multiplication problems involving two multi-digit numbers, the student will correctly solve 80% of the problems.	Love Publication Co., Inc Instruction, Arithmetic D
SA2.4 The student will divide any whole number with a divisor up through 10 with 80% accuracty.	
SA2.5 The student will solve multiplication or division problems involving money with 80% accuracy.	

c Fundamental Skills - 2 - Expands multiplication and division skills

remember the product of two single digit will use addition to solve the problem	Use multiplication and division flash cards for individual drill. Keep a wall chart to mark the progress of students as they learn their tables. Play multiplication Bingo (Mult-o). Roll dice to make up multiplication problems for the class or individuals and for games. Apply multiplication and division skills to everyday problems like figuring wages, area, mileage, etc.
ation problems involving one multi- single digit number and requiring carrying, ectly solve 90% of the problems.	
ation problems involving two the student will correctly solve 80% of	Love Publication Co., Individualized Arithmetic Instruction, Arithmetic Drill Sheets
l divide any whole number with a with 80% accuracty.	
l solve multiplication or division ney with 80% accuracy.	

Senior High Arithmetic Fundamental Skills - 3 - Uses all fundamental arithmetic skills by
found in his environment

SA3.1 When asked what arithmetic processes are needed in solving a problem related to his environment, the student will state the arithmetic processes involved with 90% accuracy.	During work in content area vocational projects, point application possible.
SA3.2 Given actual or simulated situations involving computations in his daily routine, (e.g. area of lawn mowing, sharing personal belonging, determining demensions for a model or dress to be constructed, reading meters, etc.) the student will solve the problem using the correct arithmetic skills with 90% accuracy.	

Senior High Arithmetic Fundamental Skills - 4 - Can perform arithmetic functions related t

SA4.1 Given actual or simulated situations involving vocational areas: cooking, sewing, carpentry, farming, gas station attendance, stock boy, or domestic services, the student will solve problems using arithmetic skills necessary for their solution with 90% accuracy.	Give students individual ma to actual jobs they are hol vocational interests.

ic Fundamental Skills - 3 - Uses all fundamental arithmetic skills by applying them to problems found in his environment

t arithmetic processes are needed in lated to his environment, the student metic processes involved with 90%	During work in content areas as well as craft and vocational projects, point out any mathematical application possible.
r simulated situations involving daily routine, (e.g. area of lawn onal belonging, determining demensions to be constructed, reading meters, etc.) ve the problem using the correct th 90% accuracy.	

ic Fundamental Skills - 4 - Can perform arithmetic functions related to his job or jobs

r simulated situations involving ooking, sewing, carpentry, farming, nc , stock boy, or domestic services, ve problems using arithmetic skills solution with 90% accuracy.	Give students individual math assignments as they relate to actual jobs they are holding or to particular vocational interests.

B
S
A

Senior High Arithmetic Money - 1 - Uses skills associated with the exchange of goods and m

SA(M)1.1 Placed in a situation involving the exchange of goods for money (purchasing clothing, food, appliances, etc.) the EMR student will count out the amount of money needed to make the purchase (not exceed $100.00), with 100% accuracy.

SA(M)1.2 Placed in a situation involving the purchasing of groceries on a weekly or monthly basis, the student will keep an accurate record of this account and tabulate his receipts with 100% accuracy.

SA(M)1.3 Given a sales ad (grocery, medicines, clothing, or appliance, etc.) the student will list ten items he or she would purchase, and show in written form the difference in price as compared to the original price, with 100% accuracy.

SA(M)1.4 The student will purchase at least 20 items and compute the sales tax for the total amount with 100% accuracy.

Prepare a class store of
If a cash register is ava
items and give money to c
can also be used. Cashie
Have students compare pri
several different stores.
Consumerism 1)

Milton Bradley, Count You
DLM - Coins and Bills
Fearon, Using Dollars and
Pruett Publication Co., M
Bk 1: Buying
FR - Using Money Series

ic Money - 1 - Uses skills associated with the exchange of goods and money

a situation involving the exchange of chasing clothing, food, appliances, t will count out the amount of money urchase (not exceed $100.00), with	Prepare a class store of empty containers with prices. If a cash register is available have students "buy" items and give money to cashier. An adding machine can also be used. Cashier must make correct change. Have students compare prices of particular items in several different stores. (See Intermediate Consumerism 1)
a situation involving the purchasing ekly or monthly basis, the student will ord of this account and tabulate his ccuracy.	Milton Bradley, Count Your Change Game DLM - Coins and Bills Fearon, Using Dollars and Cents, Money Makes Sense Pruett Publication Co., Mathematics in Living Bk 1: Buying FR - Using Money Series
les ad (grocery, medicines, clothing, the student will list ten items he or and show in written form the difference to the original price, with 100% accuracy.	
t will purchase at least 20 items and k for the total amount with 100% accuracy.	

Senior High Arithmetic Money - 2 - Maintains a checking and saving account if he has an incom
one for future income (See SW6)

SA(M)2.1 The student will demonstrate his knowledge of a checking and saving account with an actual or simulated pass book, by stating the entries made and what each mean with 100% accuracy.

See Junior High Arithmetic (Money
objectives and activities concern
checking and savings account.
If there is an actual budget for
sewing, woodworking, etc., let st
a running balance.
Utilize a behavior modification p
checking accounts. Each student
monthly statement, etc. Work is
weekly "paycheck" which is "depos
(perhaps by a student "teller-boo
of balance in each account. Stud
other reinforcements by writing a

Mayfex: Mathematics for Employment

BASIC SKILLS
SENIOR HIGH
ARITHMETIC: MONEY

Money - 2 - Maintains a checking and saving account if he has an income, and knows how to maintain one for future income (See SW6)

ill demonstrate his knowledge of a ount with an actual or simulated he entries made and what each mean

See Junior High Arithmetic (Money) for more detailed objectives and activities concerning the mechanics of checking and savings account.

If there is an actual budget for money to be spent in cooking, sewing, woodworking, etc., let students keep an account of a running balance.

Utilize a behavior modification program that runs on checking accounts. Each student has an account, checkbooks, monthly statement, etc. Work is rewarded by a daily or weekly "paycheck" which is "deposited". Records are kept (perhaps by a student "teller-bookkeeper" or the teacher) of balance in each account. Student keeps "free time" or other reinforcements by writing a check on his account.

Mayfex: Mathematics for Employment, Mathematics for Family Living

Senior High Arithmetic Money - 3 - Has some understanding of federal, state and local taxes
(See SA(M)1.4)

SA(M)3.1 The student will name at least four kinds of taxes, (sales tax, gasoline tax, income property tax, utility tax, etc.)	Ask students to name the kinds these on the board. Discuss h add those taxes that students Have a speaker who is knowledg visit the class. Obtain short form and itemized Office. Use real or xeroxed W incomes and withholding amount tax forms accordingly.
SA(M)3.2 Following instructions on the personal income tax, the student will compute and fill out a short form for income tax to the teacher's satisfaction	
SA(M)3.3 The student will state where he would go for help with his income taxes if he has problems, with 100% accuracy.	Pruett Publication Co., Mathem Bk4: Credit, Loans & Taxes Follet, Paycheck

BASIC SKILLS
SENIOR HIGH
ARITHMETIC: MONEY

Money - 3 - Has some understanding of federal, state and local taxes of various kinds
(See SA(M)1.4)

ill name at least four kinds of taxes, x, income property tax, utility tax,	Ask students to name the kinds of taxes they know. List these on the board. Discuss how each is paid. Then add those taxes that students didn't name. Have a speaker who is knowledgeable on the subject visit the class.
tructions on the personal income tax, e and fill out a short form for er's satisfaction	Obtain short form and itemized return forms from Post Office. Use real or xeroxed W2 forms with imaginary incomes and withholding amounts and have students fill out tax forms accordingly.
ill state where he would go for help f he has problems, with 100%	Pruett Publication Co., Mathematics in Living, Bk4: Credit, Loans & Taxes Follet, Paycheck

Senior High Arithmetic Money - 4 - Can write a complete and reasonable budget for a given sa
for savings (See SS18)

SA(M)4.1 The student will state the types of listings recorded in keeping a budget to the teacher's satisfaction.	Use newspaper classified secti rental apartments and houses. Make a grocery shopping list f four. Use newspaper ads to de
SA(M)4.2 The student will write out an actual or simulated budget with correct computions in maintaining a balanced budget to the satisfaction of the teacher.	Bring in accumulated bills and gas, telephone, insurance, cre etc. and have students practic Use these for a general idea o commodoties and services. Given an income the student is to set up a workable budget. (See Junior High Arithmetic (M and Social 20)

c Money - 4 - Can write a complete and reasonable budget for a given salary, including deduction for savings (See SS18)

will state the types of listings budget to the teacher's satis-	Use newspaper classified sections to obtain estimates of rental apartments and houses. Make a grocery shopping list for an imaginary family of four. Use newspaper ads to determine food prices.
will write out an actual or simulated omputions in maintaining a balanced ction of the teacher. 395	Bring in accumulated bills and statements for electricity, gas, telephone, insurance, credit cards, charge accounts, etc. and have students practice locating the "Amount Due." Use these for a general idea of the cost of these commodoties and services. Given an income the student is to use above information to set up a workable budget. (See Junior High Arithmetic (Money) 6, Consumerism 16, and Social 20) 396

BAS
SEN
ARI

TIME

Senior High Arithmetic (Time) Demonstrates an ability to tell time correctly and use time in

SA(T)1.1 Given a task to complete within a given time, the student will demonstrate his ability to tell time accurately by completing the task within the time limit as observed by the teacher.	Make a prescription sheet for st beginning and ending times for t If students have difficulty tell see the Intermediate and Junior objectives and activities.
SA(T)1.2 The student will tell time by the minute with 90% accuracy.	
SA(T)1.3 Given working hours, the student will compute the number of hours worked to the half hour with 90% accuracy. e.g. 8:00 - 12:30 = 4 1/2 hours.	
SA(T)1.4 Given a job to perform, the student will compute the number of minutes it took him to complete that task with 90% accuracy.	

TIME

(Time) Demonstrates an ability to tell time correctly and use time in problems

to complete within a given time, strate his ability to tell time g the task within the time limit her.	Make a prescription sheet for students to indicate beginning and ending times for tasks. (See Appendix B) If students have difficulty telling time or time computing see the Intermediate and Junior High levels for more specific objectives and activities.
ill tell time by the minute with	
hours, the student will compute ked to the half hour with 90% 12:30 = 4 1/2 hours.	
o perform, the student will compute t took him to complete that task	

Senior High Arithmetic Time - 2 - Understands how time is used in computing pay

SA(T)2.1 The student will explain that his pay is computed by the numbers of hours he works.	Make up fictitious characters, hours. Have students compute
SA(T)2.2 Given the times worked (e.g. 8:00-12:00 Monday-Friday) and the hourly rate, the student will compute the number of hours worked and the gross pay, with 90% accuracy.	Mafex, Mathematics for the Work Follett, Paycheck Pruett Publication Co., Mathema Wages
SA(T)2.3 Given an amount for a weekly pay check, and the number of hours worked, the student will compute his hourly pay with 100% accuracy.	

Time - 2 - Understands how time is used in computing pay

will explain that his pay is computed s he works.	Make up fictitious characters, describe their wages and hours. Have students compute the total wage.
mes worked (e.g. 8:00-12:00 Monday- rate, the student will compute the and the gross pay, with 90% accuracy.	Mafex, Mathematics for the Worker Follett, Paycheck Pruett Publication Co., Mathematics in Living, BK2: Wages and Budgets
unt for a weekly pay check, and the , the student will compute his hourly .	

399

400

Senior High Arithmetic Time - 3 - Learns to figure age in years, months and days

SA(T)3.1 When asked to compute his age in years, months, days, the student will solve correctly the problem 90% of the time.	Have each student compute his own someone else's birthdate and have In particular have them compute h

Senior High Arithmetic Time - 4 - Can effectively estimate the amount of time necessary for and going from one work area to another (See SV23)

SA(T)4.1 Given a task to complete, the student will estimate the time needed for completion of the task including preparation and clean up, with 90% accuracy.	Use perscription sheets as mentio described in Appendix B. Use rea cards if available.
SA(T)4.2 Given a series of tasks to perform, the student will estimate the time required for completion of all tasks including preparation, clean up, and going from one work area to another 90% of the time.	

Time - 3 - Learns to figure age in years, months and days

o compute his age in years, months, solve correctly the problem 90%	Have each student compute his own age. Give each student someone else's birthdate and have them compute their ages. In particular have them compute how many months old they are.

Time - 4 - Can effectively estimate the amount of time necessary for task completion and going from one work area to another (See SV23)

to complete, the student will esti- r completion of the task including p, with 90% accuracy.	Use perscription sheets as mentioned in SA(T)1 and as described in Appendix B. Use real time punch clocks and cards if available.
s of tasks to perform, the student required for completion of all tasks clean up, and going from one work the time.	

MEASUREMENT

Senior High Arithmetic Measurement - 1 - Uses all ordinary measuring devices

SA(Ms)1.1 Given a situation in which the student needs a measurement he will select the appropriate device such as ruler, scale, thermometer, with 100% accuracy.	Survey the student's ability t on the various measuring inst proficiency for each student. less than required at this le Junior High level. At this l devised through craft proj and other curriculum areas th in using skills previously sewing, woodworking, weighing tures in the oven, outside, o temperature are some of the a used to give students practic
SA(Ms)1.2 The student will accurately use an inch rule to 1/8 of an inch and a meter to within one centimer 90% of the time.	
SA(Ms)1.3 The student will use a bathroom scale to the nearest pound and a scale weighing ounces to the nearest ounce, 90% of the time.	
SA(Ms)1.4 The student will use a thermometer (room, outside, or medical) to the nearest degree 90% of the time.	
SA(Ms)1.5 The student will use a measuring cup to the quarter cup 90% of the time.	

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4

MEASUREMENT

Measurement - 1 - Uses all ordinary measuring devices

ation in which the student needs
select the appropriate device such
ometer, with 100% accuracy.

will accurately use an inch rule to
eter to within one centimer 90% of

will use a bathroom scale to the
ale weighing ounces to the nearest
.

will use a thermometer (room, outside,
rest degree 90% of the time.

will use a measuring cup to the
time.

Survey the student's ability to use and read the scales on the various measuring instruments. Find the level of proficiency for each student. If the proficiency is less than required at this level see the Intermediate and Junior High level. At this level, tasks should be devised through craft projects, vocational experiences and other curriculum areas that give students practice in using skills previously acquired. Following recipes, sewing, woodworking, weighing food and reading temperatures in the oven, outside, on a thermostat, and body temperature are some of the activities which should be used to give students practice in measuring.

Senior High Arithmetic Measurement - 2 - Uses fractions in home and work situations

SA(Ms)2.1 Given the appropriate measurement devices, the student will measure 20 fractional parts such as; 1/4 cup, 1/3 cup, 1/2 cup, 2/3 cup, 3/4 cup, 1 cup, 1 1/4 cup, etc. 1/3 yd., 1/2 yd., 2 3/4 yds;, etc., 1/2 oz., 1 1/3 oz., etc.; 1/2 lb., 2 1/4 lbs., etc.

SA(Ms)2.2 Given recipes to be doubled, the student will correctly double the following fracions; 1/2, 1/3, 1/4, 2/3; and 3/4 80% of the time.

SA(Ms)2.3 Given recipes to be halved, the student will correctly half the following 80% of the time: 1/4, 1/2, 2/3 and 1.

In previous levels students sh
understanding of fractions pe
students should be applying th
situations in the kitchen, se
and craft areas, greenhouse,

40

BA[illegible]C SKILLS
SENIOR HIGH
ARITHMETIC: MEASUREMENT

Measurement - 2 - Uses fractions in home and work situations

ropriate measurement devices, the fractional parts such as; 1/4 cup, p, 3/4 cup, 1 cup, 1 1/4 cup, etc. yds;, etc., 1/2 oz., 1 1/3 oz., etc.; c.	In previous levels students should have attained an understanding of fractions per se. At this level students should be applying these concepts to actual situations in the kitchen, sewing lab, woodworking and craft areas, greenhouse, etc.
to be doubled, the student will llowing fracions; 1/2,1/3, 1/4, time.	
to be halved, the student will owing 80% of the time: 1/4, 1/2, 2/3 405	406

Senior High Arithmetic Measurement -3 - Describes the use of fraction in daily home and wor

SA(Ms)3.1 Given fractions and whole numbers in a home or work situation (e.g. a recipe, directions for mixing plant food, linear measurement etc.), the student will state which numbers are fractions with 100% accuracy.

SA(Ms)3.2 The student will name three home and three work situations in which he may need to use fractions.

407

Before presenting a project inv
the concept of fractions and gi
students alert for these when t

c Measurement -3 · Describes the use of fraction in daily home and work situation

ions and whole numbers in a home or a recipe, directions for mixing plant ent etc.). the student will state ctions with 100% accuracy.

will name three home and three work may need to use fractions.

407

Before presenting a project involving fractions, discuss the concept of fractions and give some examples to have students alert for these when they encounter them.

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ENVIRONMENTAL AWARENESS

TERMINAL OBJECTIVE

The EMR learner will exhibit skills in environmental awareness as they relate to his indepen

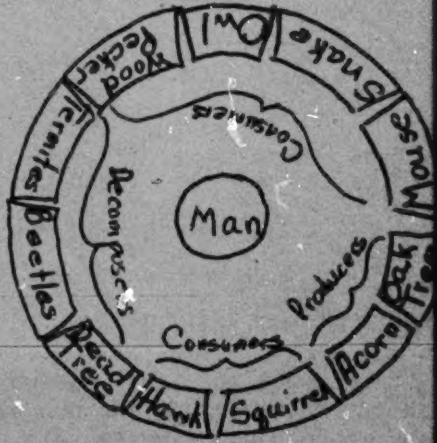
Senior High Environmental Awareness - 1 - Understands the relationship between plants and an
of their interdependence

SE1.1 Following examples of plant and animal interdependence, the student will explain to the teacher's satisfaction the meaning and importance of interdependence. e.g. plants and animals depend upon each other for health and survival.

SE1.2 The student will explain to the teacher's satisfaction 2 ways in which animals are dependent upon plants. e.g. food and shelter.

SE1.3 The student will explain to the teacher's satisfaction 2 ways in which plants are dependent upon animals. e.g. carrying seeds and pollinating.

Study food chains that are comm
science department for this inf
mobiles showing food chains.


Owl
Snake
Mouse
Oak Tre
Acorn
Squirrel
Hawk
Dead Tree
Beetles
Termites
Wood pecker
Consumers
Decomposers
Man
Producers
Consumers

and beetles, and makes a hole in
the hole for a home and eats a s
mouse which has knawed on the ba
tree. Give each student a card
chain written on it. Connect ca
by punching holes and threading

ENVIRONMENTAL AWARENESS

TERMINAL OBJECTIVE

hibit skills in environmental awareness as they relate to his independent living

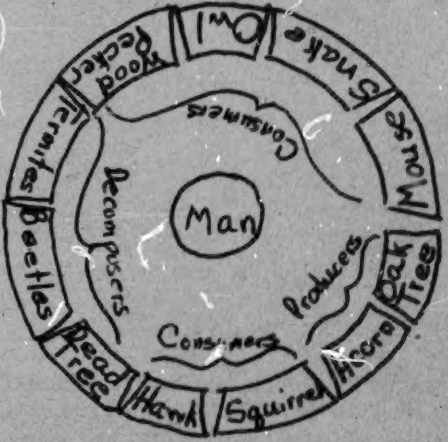
al Awareness - 1 - Understands the relationship between plants and animals and the importance of their interdependence

mples of plant and animal inter- will explain to the teacher's satis- importance of interdependence. depend upon each other for

ill explain to the teacher's satis- animals are dependent upon plants.

ill explain to the teacher's satis- plants are dependent upon animals. pollinating.

Study food chains that are common to your area. See the science department for this information. Make charts and mobiles showing food chains.



For Example:
An oak tree produces acorns. A squirrel lives in the oak tree and eats acorns. A hawk catches the squirrel and eats it while perching by its nest in a dead tree. Beetles are beginning to eat (decompose) the dead trees. Termites continue to break down the wood further. A woodpecker eats the and beetles, and makes a hole in the tree. An owl uses the hole for a home and eats a snake which has eaten a mouse which has knawed on the bark and acorns of the oak tree. Give each student a card with a member of the food chain written on it. Connect cards with an unbroken string by punching holes and threading them together.

Lead students into a discussion of the interdependence of adjacent members of the chain. The student with the card "man" cuts the string to remove one member of the chain. Discuss what might happen to the environment if this member were removed.

Bengiger, Ecology

McDonalds Ecology Action Pack

How and Why Wonder Books, Ecology

411

Senior High Environmental Awareness - 2 - Identifies the uses of plants and animals to man

SE2.1 The student will name five non-food uses of plants e.g. wood, turpentine, rubber, paper, fabric, decorations.

SE2.2 The student will name five non-food uses of animals e.g. fabric, transportation, leather, enjoyment (pets, sports), glue.

SE2.3 Given ten common objects, the student will state whether each is made from animals, vegetables, minerals, or a combination with 90% accuracy. e.g. pencil, paper leather wallet, key, piece of cotton, paper clip, coin, rubber band, piece of wool, wooden ruler.

SE2.4 Given a list of 20 items made from plants and/or animals (including some food items), the student will name the plants and/or animals from which they were made, with 90% accuracy.

Make a display of common objects
samples of the raw material fro
Play a guessing game called Ani
A student draws the name of a p
He tells the class whether the
or mineral. From that point on
questions until someone guesses
guesses draws the card for the
students to ask questions regar
of the product.

al Awareness - 2 - Identifies the uses of plants and animals to man

ill name five non-food uses of plants rubber, paper, fabric, decorations.	Make a display of common objects showing the object with samples of the raw material from which it was made. Play a guessing game called Animal, Vegetable, Mineral. A student draws the name of a product written on a card. He tells the class whether the product is animal, vegetable, or mineral. From that point on students ask "yes" or "no" questions until someone guesses the product. Student who guesses draws the card for the next game. Encourage students to ask questions regarding the source and uses of the product.
ill name five non-food uses of animals tion, leather, enjoyment (pets,	
mon objects, the student will state om animals, vegetables, minerals, 0% accuracy. e.g. pencil, paper ece of cotton, paper clip, coin, ool, wooden ruler.	
of 20 items made from plants and/or food items), the student will animals from which they were made,	

Lead students into a discussion of the interdependence of adjacent members of the chain. The student with the card "man" cuts the string to remove one member of the chain. Discuss what might happen to the environment if this member were removed.

Bengiger, Ecology

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414

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Bengiger, _Ecology_

McDonalds Ecology Action Pack

How and Why Wonder Books, _Ecology_

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Make a display of common objects showing the object with samples of the raw material from which it was made.
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Senior High Environment Awareness - 3 - Understands the importance of ecological systems and maintaining balance

SE3.1 The student will name three natural resources used in the manufacture of products. e.g. ore for metals, chemicals for plastics, fuels for energy, stone, and water.

SE3.2 The student will name three waste materials which are difficult to get rid of. e.g. waste metal, plastics, heat, smoke, gases, dirty water.

SE3.3 The student will explain to the teacher's satisfaction what biodegradable means.

SE3.4 The student will name ten ways in which to decrease waste pollution. e.g. saving aluminum newspaper or glass for re-cycling; re-using paper bags, newspapers, scrap paper etc.; using rags rather than paper towels; using soap rather than detergent; buying beverages in returnable bottles; repairing rather than discarding certain items; using paper rather than plastic where possible; using throw-aways for crafts or projects; keeping engines tuned; using anti-pollution devices in engines, etc.

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Discuss what recycle means. Li
that can be recycled. Recycle
small pieces of 1/2 page of new
bowl 3/4 full of water to soak
paper with an egg beater until
2 heaping tablespoons of cornst
add to mixture. Hold a 3/4 inc
screen flat and lower it into t
until a layer of pulp 1/16 inch
on a piece of newspaper. Put t
down with a wood block gently a
until the water filters through
the the newspaper. Allow to dr
"paper" from the screen.
Demonstrate how land fill opera
few small stones in the bottom
1/3 full with top soil. Put a
common trash on next-newspaper,
potato peels, bread, etc. Then
Sprinkle with water. Cover the
plaster. Set in a warm, dark p
two or three weeks, examine con
and what didn't. Discuss what
decomposed matter is. Discuss

Awareness - 3 - Understands the importance of ecological systems and his responsibility in maintaining balance

ill name three natural resources
of products. e.g. ore for
lastics, fuels for energy, stone,

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d of. e.g. waste metal, plastics,
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ill explain to the teacher's satis-
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e.g. saving aluminum newspaper
; re-using paper bags, news-
.; using rags rather than paper
er than detergent; buying beverages
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per rather than plastic where
ways for crafts or projects;
using anti-pollution devices

Discuss what recycle means. List on the board products that can be recycled. Recycle your own paper. Tear up small pieces of 1/2 page of newspaper and place them in a bowl 3/4 full of water to soak for 1 hour. Beat the paper with an egg beater until it is creamy pulp. Dissolve 2 heaping tablespoons of cornstarch in a pint of water and add to mixture. Hold a 3/4 inch square piece of window screen flat and lower it into the pulp. Do this repeatedly until a layer of pulp 1/16 inch thick is accumulated. Place on a piece of newspaper. Put this in a plastic bag. Press down with a wood block gently at first and then harder until the water filters through the screen and soak into the the newspaper. Allow to dry for 24 hours. Peel the "paper" from the screen.

Demonstrate how land fill operations work. Put a few small stones in the bottom of a clay pot. Fill about 1/3 full with top soil. Put a layer of small pieces of common trash on next-newspaper, tin, steel wool, glass, potato peels, bread, etc. Then cover with a layer of soil. Sprinkle with water. Cover the pot with a piece of plaster. Set in a warm, dark place. Keep soil moist. After two or three weeks, examine contents to see what decomposed and what didn't. Discuss what the implications of the non-decomposed matter is. Discuss what biodegradable means.

SE3.5 After giving ten examples of ways to decrease waste pollution, the student will describe to the teacher's satisfaction how two of these may produce other problesm (e.g. need space to save materials for recycling, using paper rather than plastic requires more trees or recycling, may be more expensive in time or money to repair rather than discard certain materials, etc.).

SE3.6 The student will define or describe the term "maintaining ecological balance" to the satisfaction of the teacher.

SE3.7 The student will name 3 ways to maintain ecological balance. e.g. planting a new tree when one is cut, recycling materials, re-using bottles, etc.

ten examples of ways to decrease
udent will describe to the
how two of these may produce
ed space to save materials for re-
ther than plastic requires more
be more expensive in time or
than discard certain materials, etc.).

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balance' to the satisfaction

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ill name 3 ways to maintain
g. planting a new tree when one is
s, re-using bottles, etc.

CONSUMERISM

Senior High Consumerism - 1 - Makes unit cost comparison when shopping (See SS22)

SC1.1 The student will define or describe "unit cost comparison" to the teacher's satisfaction. e.g. comparing price per ounce, pound, piece, etc. of two or more brands of the same type item to determine which is cheaper.	During a trip to the grocery labels on the shelves that s students point out the least Give students a shopping li unit price beside each item. and can comprehend it, show unit prices are determined. simple ones. ------------------------------ Pruett Pub. Co., Mathematics Grolier, Modern Consumer Edu New Readers Press, Be Inform
SC1.2 Given 10 sets of unit priced items, each set containing 2 or 3 items, the student will identify the least expensive in each set with 100% accuracy.	
SC1.3 Given a grocery list, the student will shop for the groceries in a real or simulated situation making unit cost comparisions to the teacher's satisfaction.	

Senior High Consumerism - 2 - Demonstrates ability to cross-check cost of goods with casier

SC2.1 Given an actual situation of having at least 10 items rung up on a cash register (either at a store or with a cash register in the school), the student will observe the prices marked and the prices registered and determine if the correct prices were registered with 100% accuracy.	After purchasing items at s students cross check the re

CONSUMERISM

- 1 - Makes unit cost comparison when shopping (See SS22)

define or describe "unit cost
her's satisfaction. e.g. comparing
piece, etc. of two or more brands
o determine which is cheaper.

unit priced items, each set
, the student will identify the
set with 100% accuracy.

list, the student will shop for the
simulated situation making unit
he teacher's satisfaction.

During a trip to the grocery store, point out the labels on the shelves that show unit cost. Have students point out the least and most expensive items. Give students a shopping list and have them write the unit price beside each item. If students are interested and can comprehend it, show them mathematically how unit prices are determined. Let them figure out some simple ones.

- -

Pruett Pub. Co., Mathematics - Living Book 1: Buying
Grolier, Modern Consumer Education
New Readers Press, Be Informed - Unit 14: Wise Buying

n - 2 - Demonstrates ability to cross-check cost of goods with casier's figures

situation of having at least 10 items
ster (either at a store or with a
chool), the student will observe the
prices registered and determine if the
gistered with 100% accuracy.

After purchasing items at stores for class use, have students cross check the receipts.

SC2.2 Given three different actual receipts (e.g. grocery store cashier tape, receipt from hardware store, and one from department store) each of which contains at least five items, and given the cost of the items purchased, the student will cross check the receipt with 90% accuracy.

Senior High Consumerism - 3 - Knows when he has been the victim of a fraudulent practice (
Business Bureau)

SC3.1 The student will explain to the teacher's satisfaction the meaning of fraudulent practices and give two examples.

SC3.2 Given complete descriptions of 5 transactions, some of which are fraudulent, the student will state which are fraudulent with 90% accuracy. Note: when possible use as examples fraudulent practices presently being conducted in the area.

SC3.3 The student will name three organizations to which to report a known or suspected fraudulent practice, e.g. Post Office (if practice involves mail), Better Business Bureau, Legal Aid, Action Line.

SC3.4 Given a complete description of a known or suspected fraudulent transaction, the student will make simulated telephone call to an appropriate organization giving the necessary information to report the transaction, to the teacher's satisfaction.

Talk with the nearest Bett
someone in the community w
matters to find out some c
practices of the area. Ro
class. Check the Action Li

Grolier, Modern Consumer E
New Readers Press, Be info

4

ifferent actual receipts (e.g. grocery receipt from hardware store, and one) each of which contains at least five cost of the items purchased, the eck the receipt with 90% accuracy.	

sm - 3 - Knows when he has been the victim of a fraudulent practice (uses Legal Aid and Better Business Bureau)

ll explain to the teacher's satisfaction lent practices and give two examples.	Talk with the nearest Better Business Bureau or someone in the community who is informed on these matters to find out some of the more common fraudulent practices of the area. Role play several with the class. Check the Action Line in the local newspaper.
descriptions of 5 transactions, some nt, the student will state which are ccuracy. Note: when possible use as ractices presently being conducted in the	Grolier, Modern Consumer Education New Readers Press, Be informed, Unit 14: Buying
ll name three organizations to which suspected fraudulent practice, e.g. ice involves mail), Better Business tion Line.	
e description of a known or suspected , the student will make simulated ppropriate organization giving the to report the transaction, to the .	

Senior High Consumerism - 4 - Understands and prepares for the inevitable depreciation of

SC4.1 The student will define or describe "depreciation" to the teacher's satisfaction. e.g. the gradual lowering in value of an item.

SC4.2 Given the new price for a major item (e.g. major appliance, car, farm equipment, etc.) and estimated depreciation since time of purchase, the student will compute the present value with 90% accuracy.

SC4.3 Given an object needing repair and given the following information about the object, the student will discuss to the teacher's satisfaction the relative advantages of repairing it: (1) replacement cost (2) estimated depreciated value of object needing repair (3) whether or not waranty is in effect (4) whether or not waranty covers necessary repair parts and labor (5) estimated cost for parts and labor.

SC4.4 Given the manufacturer's suggested maintainance a new object, the student will state two possible outcomes of not following those suggestion. e.g. may void waranty, may add to depreciation, may result in costly repairs, may not function property, etc. (See SC13)

Since the automobile is one
that is traded in or resold
to depreciation, it is a go
Cars are also of high inter
homes are also good example
or dealer to discuss warran

Make up situations involvin
vs. repair. Have students
alternatives.

New Readers Press, Be Inform
Unit 3 : Owning an Auto

ism - 4 - Understands and prepares for the inevitable depreciation of goods (See SS28)

ill define or describe "depreciation" isfaction. e.g. the gradual lowering

price for a major item (e.g. major equipment, etc.) and estimated ime of purchase, the student will compute h 90% accuracy.

t needing repair and given the following object, the student will discuss to ction the relative advantages of lacement cost (2) estimated depreciated ng repair (3) whether or not waranty is or not waranty covers necessary repair stimated cost for parts and labor.

facturer's suggested maintainance dent will state two possible outcomes e suggestion. e.g. may void waranty, on, may result in costly repairs, may , etc. (See SC13)

Since the automobile is one of the most common items that is traded in or resold and therefore is subject to depreciation, it is a good example to start with. Cars are also of high interest to teens. Mobile homes are also good examples. Invite a car salesman or dealer to discuss warranty with students.

Make up situations involving the decision of replacement vs. repair. Have students discuss and weigh the alternatives.

New Readers Press, Be Informed, Unit 2: Buying an Auto; Unit 3 : Owning an Auto

Senior High Consumerism - 5 - Understands cost of upkeep verses repair of property (See

SC5.1 Given the estimated cost of upkeep and of repair of 10 items, the student will compute the difference with 90% accuracy.	See activities mentioned in - - - - - - - - - - - - - - - Grolier, Modern Consumer Edu

Senior High Consumerism - 6 - Understands value of warranties and guarantees on goods

SC6.1 The student will define or describe the meaning of warranty or guarantee to the teacher's satisfaction. e.g. an agreement to replace or repair a new item under certain specifications.	Bring in warranties and guar and discuss them with the cl and have students decide if be covered under various war - - - - - - - - - - - - - - -
SC6.2 Given a warranty or guarantee on a new item and the length of time for which it is in effect, the student will determine the date on which it expires with 90% accuracy.	New Readers Press: Be Inform Grolier: Modern Consumer Educ
SC6.3 With the help of the teacher, the student will read a warranty or guarantee and list to the teacher's satisfaction the parts and services covered and not covered by the warranty.	
SC6.4 With the help of the teacher, the student will read a warranty or guarantee and list ways in which the warranty is voided, to the teacher's satisfaction.	

merism - 5 - Understands cost of upkeep verses repair of property (See SS28)

estimated cost of upkeep and of repair student will compute the difference with	See activities mentioned in previous objective SC4 - Grolier, Modern Consumer Education

merism - 6 - Understands value of warranties and guarantees on goods

t will define or describe the meaning of ntee to the teacher's satisfaction. to replace or repair a new item under tions.	Bring in warranties and guarantees from appliances. Read and discuss them with the class. Make up situations and have students decide if these would be or would not be covered under various warranties and guarantees. -
rranty or guarantee on a new item and for which it is in effect, the student date on which it expires with 90%	New Readers Press: Be Informed, Unit 2: Buying an Auto Grolier: Modern Consumer Education
lp of the teacher, the student will guarantee and list to the teacher's arts and services covered and not rranty.	
lp of the teacher, the student will guarantee and list ways in which the , to the teacher's satisfaction.	

Senior High Consumerism - 7 - Knows the advantages and disadvantages of installment and cre

SC7.1 The student will define or describe to the teacher's satisfaction the terms "buying on credit", "installment buying", and "buy now, pay later".

SC7.2 Given the cash price of an item and the total installment or credit price including interest of that item; the student will compute the cost of buying on installment or credit with 90% accuracy.

SC7.3 The student will state to the teacher's satisfaction, two advantages and two disadvantages of installment or credit buying.

During discussion on credi
think are the advantages a
Write them on the board.

Make up situation in which
cost of items on the insta
to the cash price.

Institute of Life Insuranc
New Readers Press, Be Info
Pruett Publ. Co., Mathemat
Book 4: Credit, Loans
Grolier, Modern Consumer

Senior High Consumerism - 8 - Knows the process of borrowing money and interest rates invol

SC8.1 Given a loan application, the student will complete the application with 90% accuracy.

SC8.2 The student will name three factors which influnce the amount of interest on a loan, e.g. lending institution, credit rating, type of loan, current interest rates.

SC8.3 Given two interest rates and the actual interest for each rate on a specified amount, the student will compute the difference between the amount of interest payed for 2 rates with 90% accuracy.

Invite someone from a lend
class. Discuss with him a
information that is desire
of time by giving them spe
find out the answers to.
Have one student intervie
to expect.

ism - 7 - Knows the advantages and disadvantages of installment and credit buying

ill define or describe to the teacher's
ms "buying on credit", "installment
w, pay later".

h price of an item and the total
t price including interest of that
ll compute the cost of buying on
t with 90% accuracy.

ill state to the teacher's satisfaction,
wo disadvantages of installment or credit

During discussion on credit, ask students what they think are the advantages and disadvantages of credit. Write them on the board.

Make up situation in which students figure the total cost of items on the installment plan and compare it to the cash price.

Institute of Life Insurance, A Date With Your Future
New Readers Press, Be Informed, Unit I: Personal Credit
Pruett Publ. Co., Mathematics in Living, Book 1: Buying
Book 4: Credit, Loans, and Taxes
Grolier, Modern Consumer Education

ism - 8 - Knows the process of borrowing money and interest rates involved

application, the student will complete
90% accuracy.

ill name three factors which influnce the
n a loan, e.g. lending institution, credit
, current interest rates.

erest rates and the actual interest for
fied amount, the student will compute the
he amount of interest payed for 2 rates

Invite someone from a lending institution to visit the class. Discuss with him ahead of time the type of information that is desired. Prepare students ahead of time by giving them specific questions they must find out the answers to.
Have one student interview for a loan get an idea of wh
to expect.

Senior High Consumerism - 9 - Knows about various kinds of insurance such as life, health,
automobile

SC9.1 The student will state one reason for having each of the following types of insurance, to the teacher's satisfaction: life, health or hospitalization, property and automobile.

SC9.2 Given sample monthly premiums of an insurance policy, the student will compute the annual cost with 90% accuracy.

SC9.3 Given sample monthly premiums for three different insurance policies, the student will compute the total amount needed each month for insurance with 90% accuracy.

SC9.4 Given the yearly cost of premiums paid by the month and by the year, the student will compute the difference with 90% accuracy.

Discuss the meaning of vari
policies: liability, compre
protection, personal injury
disability, indemnity, etc.

Invite an insurance agent t
with him ahead of time the
the class for the visit by
to listen for.

Institute of Life Insurance
Grolier, Modern Consumer Ed
New Readers Press, Be Infor
Unit 5:

rism - 9 - Knows about various kinds of insurance such as life, health, and hospital, property and automobile

ill state one reason for having each pes of insurance, to the teacher's health or hospitalization, property and

monthly premiums of an insurance policy, mpute the annual cost with 90% accuracy.

monthly premiums for three different the student will compute the total onth for insurance with 90% accuracy.

arly cost of premiums paid by the month student will compute the difference

Discuss the meaning of various terms used in insurance policies: liability, comprehensive, basic property protection, personal injury protection, collision, disability, indemnity, etc.

Invite an insurance agent to talk to the class. Discuss with him ahead of time the relevant points. Prepare the class for the visit by giving them specific question to listen for.

Institute of Life Insurance, A Date With Your Future
Grolier, Modern Consumer Education
New Readers Press, Be Informed, Unit 3: Owning an Auto,
Unit 5: Personal Insurance

Senior High Consumerism - 10 - Understands the purpose of paycheck deductions

SC10.1 Given a paycheck stub listing the following deductions, the student will name the amount of each deduction with 100% accuracy: witholding, FICA, retirement.	Bring in several types of pa deductions indicated. Make discuss. Discuss what each deduction
SC10.2 Given a paycheck with the following deductions, the student will state to the teacher's satisfaction an advantage of having these dedcuted: hospitalization and/or life insurance, union dues, savings (credit union or bonds)	--------------------------- Institute of Life Insurance, Follett, Accent/Jobs: Payche

Senior High Consumerism - 11 - Understands cost involved in maintaining good health and cost

SC11.1 Given a teacher made chart of typical local medical costs, the student will compute the total for specific medical services, with 90% accuracy. e.g. eye examination and new glasses; office visit, lab test, and precription; X-Ray and dental filling etc.	Ask students to share experi services - specifically cost vocational Rehabilitation Co costs of local medical servi offices and ask rates.
SC11.2 Given a newspaper containing ads for medical and first aid products, or on a class trip to the local drugstore, the student will find the price of 5 non-prescription drugs or first aid remedies. e.g. asprin, antacids, cold remedies bandages, etc. (See SC1).	On trips to the grocery sto related items. (See SC1) Co places.

n - 10 - Understands the purpose of paycheck deductions

k stub listing the following t will name the amount of each uracy: witholding, FICA,	Bring in several types of paycheck stubs with various deductions indicated. Make copies for each student and discuss. Discuss what each deduction is for.
k with the following deductions, the he teacher's satisfaction an se dedcuted: hospitalization and/or ues, savings (credit union or bonds)	Institute of Life Insurance, A Date With Your Future Follett, Accent/Jobs: Paycheck

- 11 - Understands cost involved in maintaining good health and cost when unhealthly

made chart of typical local medical compute the total for specific 90% accuracy. e.g. eye examination visit, lab test, and precription; etc.	Ask students to share experiences related to medical services - specifically cost involved. The local vocational Rehabilitation Counselor should know the costs of local medical services. Call various doctors offices and ask rates. On trips to the grocery store have students price health related items. (See SC1) Compare prices in different places.
er containing ads for medical and n a class trip to the local drugstore, he price of 5 non-prescription ies. e.g. asprin, antacids, cold (See SC1).	

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SC11.3 The student will describe to the teacher's satisfaction three ways to help prevent large medical bills. e.g. proper care of teeth to avoid large dental bills, safe practices and procedures to avoid costly accidents, good health and cleanliness routines to avoid disease, etc.	

Senior High Consumerism - 12 - Knows the value of keeping certain records, such as tax and use and a check against error.

SC12.1 The student will state to the teacher's satisfaction. two reasons for keeping tax records. e.g. in case of audit, to compare with his records, to compare different years.	Discuss different types c kept and why. Discuss me there things in file box, etc.
SC12.2 The student will state to the teacher's satisfaction two reasons for keeping health records e.g. in case of change in doctors, for employment, for tax deductions.	New Readers Press, Be Inf

will describe to the teacher's satisfaction revent large medical bills. e.g. proper id large dental bills, safe practices and costly accidents, good health and to avoid disease, etc.

ism - 12 - Knows the value of keeping certain records, such as tax and health records, for personal use and a check against error.

will state to the teacher's satisfaction. ing tax records. e.g. in case of audit, records, to compare different years.

will state to the teacher's satisfaction ing health records e.g. in case of or employment, for tax deductions.

Discuss different types of records that should be kept and why. Discuss methods of keeping track of there things in file box, envelope, fire proof box, etc.

New Readers Press, *Be Informed,* Unit 9: Taxes

Senior High Consumerism - 13 - Knows what is involved owning a car

SC13.1 The student will name one advantage of buying a new car and one of buying a used car. e.g. new car - less chance of needing major repairs; used car - cost less, lose less with depreciation.

SC13.2 The student will name five factors influencing the price of a car, e.g. age, size, model, condition, options, etc.

SC13.3 Given the cash price of a car and the down payment, monthly payments and number of months, the student will compute the cost of financing a car with 90% accuracy.

SC13.4 Given the cash price of a car and the amount of down payment, the student will compute the amount to be financed with 90% accuracy.

SC13.5 Given the amount to be financed on a car, the interest rate, and length of time of financing, the student will use teacher-made or lending institution chart to determine the monthly payments.

Invite a car salesman or de
Discuss with him beforehand
covered. Prepare the stude
questions for them to get

Discuss upkeep in terms of
costs such as gas, oil, lub

Have students compare gas p
for oil charge, lube, tune-
places.

New Readers Press, Be Infor
Unit 3: Owning an Auto

Grolier, Modern Consumer Ed

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ism - 13 - Knows what is involved owning a car

will name one advantage of buying a new
g a used car. e.g. new car - less
jor repairs; used car - cost less,
eciation.

will name five factors influencing the
age, size, model, condition, options,

sh price of a car and the down payment,
number of months, the student will
financing a car with 90% accuracy.

sh price of a car and the amount of
dent will compute the amount to be
uracy.

unt to be financed on a car, the
ngth of time of financing, the student
or lending institution chart to
payments.

Invite a car salesman or dealer to talk with the class. Discuss with him beforehand the points that should be covered. Prepare the students for the visit by preparing questions for them to get the answers to.

Discuss upkeep in terms of repair. Compute maintenance costs such as gas, oil, lubrication, etc.

Have students compare gas prices in town. Price cost for oil charge, lube, tune-up, etc. in several different places.

New Readers Press, Be Informed Unit 2 Buying an Auto;
Unit 3: Owning an Auto

Grolier, Modern Consumer Education.

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SC13.6 Given realistic examples of annual costs of car maintenance including: license tags, inspection, insurance, car payments, depreciation, tires, gas, oil, and repairs, the student will compute the annual cost of owning and operating a car with 90% accuracy.

SC13.7 Given a realistic example of the annual cost of owning and operating a car and a realistic number of miles traveled in the year, the student will, with the help of the teacher, compute the cost per mile.

SC13.8 Given a realistic cost per mile of owning and operating a car, the student will compute the cost of driving the car to 10 different places with 90% accuracy.

SC13.9 The student will define to the teacher's satisfaction, the following terms as they relate to owning a car: guarantee, insurance, comprehensive insurance, liability insurance.

SC13.10 The student will name at least 3 factors which may influence car insurance rates. e.g. used for work and/or pleasure, distance traveled to work, location, age of driver, accidents, tickets.

SC13.11 The student will discuss to the teacher's satisfaction the advantages and disadvantages of owing a car.

Senior High Consumerism - 14 - Knows what is involved in buying and owning a home (See SS18)

SC14.2 Given the purchase price of a house and the downpayment, the student will compute the amount of mortgage needed with 90% accruacy.

SC14.3 Given the amount of a mortgage, the rate of interest, and the number of years, the student will use a chart to determine the monthly mortgage payment.

SC14.4 Given two slightly different interest rates for the same amount of mortgage over the same number of years, and given the total amount paid for the two different rates over a difference between the two rates. (e.g. 7 1/2 and 7 3/4)

SC14.5 Given realistic examples of the annual costs involved in owning and maintaining a house including mortgage payment, utilities, upkeep and repairs, the student will compute the annual cost of the house.

Institute of Life Insurance
New Readers Press, Be infor
A House; Unit 6: Renti

m - 14 - Knows what is involved in buying and owning a home (See SS18)

chase price of a house and the
ent will compute the amount of
90% accruacy.

unt of a mortgage, the rate of interest,
rs, the student will use a chart to
mortgage payment.

ghtly different interest rates for
rtgage over the same number of years,
mount paid for the two different rates
ween the two rates. (e.g. 7 1/2 and 7

ic examples of the annual costs
l maintaining a house including
lities, upkeep and repairs, the
the annual cost of the house.

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Institute of Life Insurance, A Date With Your Future
New Readers Press, Be informed - Unit 4 : Buying
A House; Unit 6: Renting a House

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SC14.6 Given the annual cost of maintaining a house, the student will compute the monthly cost with the help of and to the satisfaction of the teacher.

SC14.7 The student will discuss to the teacher's satisfaction the relative advantages and disadvantages of renting and owning a home; e.g. don't need down payment when renting, major maintenance and repairs are responsibility of landlord, less problem when moving from a rented home, etc. vs. building equity when owning a home, can do what you want to your own home, etc.

nual cost of maintaining a house, the
the monthly cost with the help of
on of the teacher.

ill discuss to the teacher's
tive advantages and disadvantages
a home. e.g. don't need down
major maintenance and repairs
landlord, less problem when
home, etc. vs. building equity
an do what you want to your own

VOCATIONAL COMPETENCIES

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GOAL

Vocational Competencies - Upon completion of the EMR program the learner will exhibit vocat
by adequate social, physical, basic and occupational skills development, such that he is su
ently by maintaining a job.

TERMINAL OBJECTIVE

The EMR learner will be aware of the centrality of work in his life, the rewards and dignit
and responsibilities of the worker. He will also demonstrate appropriate work habits to me

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Senior High Job Attitudes - 1 - Appreciates the value of work and the contribution of work

SV1.1 Given a list of at least 20 jobs for which the EMR may qualify, the student will describe to the teacher's satisfaction how 80% of these jobs are helpful to other people.	Have students name jobs they f the present or in the near fut Have students tell the importa Discuss setting up a community students list the kind of jobs Perhaps make a model of the co food, shelter, power, etc. wil praise and reinforce the idea
SV1.2 The student will describe to the teacher's satisfaction the meaning of the phrases "feeling of accomplishment" and "pride in work".	
SV1.3 Following discussions of the meaning of self-satisfaction, the student will describe at least two different circumstances under which he "felt good" about the successful completion of a task, to the teacher's satisfaction.	

GOAL

ies - Upon completion of the EMR program the learner will exhibit vocational competency as determined physical, basic and occupational skills development, such that he is successful in living independ- a job.

TERMINAL OBJECTIVE

be aware of the centrality of work in his life, the rewards and dignity of work, and the rights of the worker. He will also demonstrate appropriate work habits to meet those responsibilities

tudes - 1 - Appreciates the value of work and the contribution of workers

st of at least 20 jobs for which the student will describe to the on how 80% of these jobs are helpful	Have students name jobs they feel they could do either at the present or in the near future. List them on the board. Have students tell the importance of these jobs. Discuss setting up a community on a new planet. Have students list the kind of jobs that would be essential. Perhaps make a model of the community. Decide how water, food, shelter, power, etc. will be provided. Continually praise and reinforce the idea of a "job well done."
t will describe to the teacher's ning of the phrases "feeling of "pride in work".	
discussions of the meaning of self- udent will describe at least two ces under which he "felt good" completion of a task, to the ion.	

SV1.4 During on the job training, the student will exhibit feelings of accomplishment and pride in work by showing his accomplishment to someone else, by standing back and smiling at his work, by verbalizing his positive feelings, or by any other behavior indicating these feelings, to the satisfaction of the supervisor.

Senior High Job Attitudes - 2 - Begins to assume financial responsibility for his own need

SV2.1 The student will demonstrate proper use of his wages and salaries by assuming responsibility for his debts, personal needs, household requirements, etc. as observed by and to the satisfaction of the teacher.

Require students who are on a
follow it. The use of the bu
except as the student reports

Senior High Job Attitudes - 3 - Paces his own activities and plans for personal rest needs

SV3.1 The student will describe or construct a schedule of his routine and include adequate time for leisure time and rest activities to the satisfaction of the teacher.

Have student keep a daily rec
a week.

SV3.2 The student will adjust or adapt his work and play schedule to include rest and sleeping habits as observed by and to the satisfaction of the teacher.

2

the job training, the student will
accomplishment and pride in work by
ishment to someone else, by standing
his work, by verbalizing his positive
other behavior indicating these
isfaction of the supervisor.

tudes - 2 - Begins to assume financial responsibility for his own needs

t will demonstrate proper use of his
y assuming responsibility for his
s, household requirements, etc. as
he satisfaction of the teacher.

Require students who are on a job to make a budget and follow it. The use of the budget cannot be monotored except as the student reports.

tudes - 3 - Paces his own activities and plans for personal rest needs

t will describe or construct a sched-
and include adequate time for leisure
ties to the satisfaction of the

Have student keep a daily record of their activities for a week.

7

t will adjust or adapt his work and play
rest and sleeping habits as observed
action of the teacher.

SV3.3 The student will relate two effects of inadequate rest and sleeping habits (staying out all night) to the satisfaction of the teacher. e.g. poor health, poor job performance.	
Senior High Job Attitudes - 4 - Follows directions with minimum supervision, but seeks he procedures	
SV4.1 Given a work schedule (set of tasks), the student will follow the schedule with minimum of supervision and recognize when he needs help with a set of directions, to the satisfaction of the teacher or work supervisor.	Use the perscription sheet for setting up schedules. participate in daily classw projects, and on the job. work evaluation form given work.

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t will relate two effects of inade- ping habits (staying out all night) to the teacher. e.g. poor health, poor	

tudes - 4 - Follows directions with minimum supervision, but seeks help when uncertain of work procedures

rk schedule (set of tasks), the the schedule with minimum of supervision e needs help with a set of directions, to the teacher or work supervisor. 452	Use the perscription sheet as described in Appendix B for setting up schedules. Observe students as they participate in daily classwork, vocational and craft projects, and on the job. Include this concept on a work evaluation form given to employees of students who work. 453

Senior High Vocational - 5 - Is punctual and dependable on the job site

SV5.1 The student will state to the teacher's satisfaction two reasons for arriving on time, not exceeding break time, and staying until time to leave. e.g. work needs to be done, may cause someone else to work more than his share, may be docked in pay or fired.	Discuss the importance o procedure to follow when When speakers come to cl to mention punctuality. evaluation sheet for stu
SV5.2 In an actual work situation, the student will arrive on time, keep within alloted breaks and lunch time, and stay until time to leave 100% of the time unless there is some legitimate reason for not doing so as observed by the teacher or work supervisor.	
SV5.3 Given a hypothetical situaiton in which he would be late or have to leave early and ask what to do in that event, the student will state to the teacher's satisfaction that the should notify his superior as soon as possible explaining the circumstances.	
SV5.4 In an actual situation the student will notify his superior when he must be late, leave early, or exceed his breaks for legitimate reasons to the satisfaction of his superior.	

- 5 - Is punctual and dependable on the job site

l state to the teacher's satisfaction ng on time, not exceeding break l time to leave. e.g. work needs to eone else to work more than his share, r fired.	Discuss the importance of punctuality and the proper procedure to follow when a person knows he will be late When speakers come to class to discuss jobs remind them to mention punctuality. Include punctuality on an evaluation sheet for students who work.
rk situation, the student will arrive lloted breaks and lunch time, and ve 100% of the time unless there is for not doing so as observed by the isor.	
tical situaiton in which he would be early and ask what to do in that l state to the teacher's satisfaction his superior as soon as possible tances.	
tuation the student will notify his be late, leave early, or exceed his reasons to the satisfaction of his	

Senior High Vocational - 6 - Understands regulations regarding quitting, taking sick leave

SV6.1 Presented with a company policy handbook, the student will read, describe, and interpret to the teacher's satisfaction, sections pertaining to quitting, sick leave, and vacation.	When visiting job sites information to find out regulations regarding q vacations. Role play s sick leave, and vacatio
SV6.2 Given quitting regulations of several employers, the student will compare these to the satisfaction of the teacher. e.g. whether or not required in writing, length of notice required, etc.	
SV6.3 Given a hypothetical situation in which he is quitting a job, the student will state and/or write, to the teacher's satisfaction, his reasons for leaving.	
SV6.4 The student will give two reasons for giving polite, sufficient notice of quitting whether or not required by the employer. e.g. as a courtesy to allow employer to find a replacement, so that he will get a good recommendation from employer.	
SV6.5 Given regulations of several employers regarding sick leave, the student will compare these to the satisfaction of the teacher.	

al - 6 - Understands regulations regarding quitting, taking sick leave, and vacations

a company policy handbook, the escribe, and interpret to the teacher's ns pertaining to quitting, sick	When visiting job sites, give students points of information to find out about the job. Include regulations regarding quitting, sick leave, and vacations. Role play situations involving quitting, sick leave, and vacations.
regulations of several employers, the these to the satisfaction of the r or not required in writing, length etc.	
hetical situation in which he is student will state and/or write, to action, his reasons for leaving.	
ill give two reasons for giving polite, quitting whether or not required by a courtesy to allow employer to find at he will get a good recommendation	
ions of several employers regarding ent will compare these to the teacher. 456	457

SV6.6 Given regulations of several employers regarding vacations, the student will compare these to the satisfaction of the teacher. e.g. if they get paid vacation, the number of days allowed, whether or not cumulative, giving notice of intent to take vacation days, whether taken any time or specific time, etc.	
Senior High Vocational - 7 - Understands lines of communication and authority in various j	
SV7.1 The student will define lines of authority and communication to the teacher.	When visiting job sites particular lines of com job.
SV7.2 The student will name 3 instances in which the lines of authority and communication need to be used. e.g. employee needs help, has a problem relating to work, needs to inform someone about being absent, in case of accident, etc.	Make up simulated jobs Give the students a sit ask them to explain who
SV7.3 Presented with a model of lines of communication and authority and presented with a simulated situation in which lines of communication must be used, the student will name the person to whom the employee should go with the problem and explain why he selected that person, to the satisfaction of the teacher.	

ions of several employers regarding nt will compare these to the teacher. e.g. if they get paid of days allowed, whether or not otice of intent to take vacation ny time or specific time, etc.	
al - 7 - Understands lines of communication and authority in various jobs	
ill define lines of authority and teacher.	When visiting job sites have the guide explain the particular lines of communication and authority on tha job. Make up simulated jobs including lines of authority Give the students a situation occuring on that job and ask them to explain who they should see and why.
ill name 3 instances in which the lines unication need to be used. e.g. has a problem relating to work, needs ut being absent, in case of accident,	
a model of lines of communication sented with a simulated situation in ication must be used, the student to whom the employee should go with in why he selected that person, to the eacher.	

Senior High Vocational - 8 - Knows the major rights and responsibilities associated with
to variances in pay

SV8.1 The student will name 3 rights as they pertain to the amount of pay, e.g. right to minimum wage under certain circumstances, right to equal pay for equal work, right to overtime, etc.	Contact the Civil Servi concerning minimum wage from that office to spe
SV8.2 The student will explain to the teacher's satisfaction what is meant by the minimum wage law. e.g. under specified conditions employers are required by law to pay at least a certain amount per hour.	
SV8.3 The student will state the current minimum wage with 100% accuracy.	
SV8.4 The student will name 3 responsibilities he has as they pertain to pay. e.g. showing up for and staying at work, doing his work while there, keeping records where required (punching time clock, keeping record of sales or tips) completing withholding form and other forms as may be required by individual employers.	

onal - 8 - Knows the major rights and responsibilities associated with his job as they pertain to variances in pay

will name 3 rights as they pertain to the right to minimum wage under certain it to equal pay for equal work, right to	Contact the Civil Service office for information concerning minimum wage. If possible invite someone from that office to speak with the class.
will explain to the teacher's satisfaction ie minimum wage law. e.g. under specified rs are required by law to pay at least a hour.	
will state the current minimum wage with	
will name 3 responsibilities he has pay. e.g. showing up for and staying work while there, keeping records where time clock, keeping record of sales or ithholding form and other forms as may ividual employers.	

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Senior High Vocational - 9 - Knows of fringe benefits, such as hospitalization, insurance,

SV9.1 The student will state the meaning of "fringe benefits" to the satisfaction of the teacher. e.g. something extra given by an employer which is worth money.	When visiting job sites, ask fringe benefits associated w
SV9.2 The student will name 5 fringe benefits, e.g. hospitalization insurance, life insurance, retirement fund, vacation, sick days, paid holidays.	New Readers Press, Be Informe
SV9.3 Given actual examples of fringe benefits, the student will, with the help of the teacher or charts, figure the monetary value of the fringe benefits with 80% accuracy.	

Senior High Vocational - 10 - Knows about unemployment benefits

SV10.1 The student will define or describe the meaning of the following terms as they pertain to termination of employment: "laid off", "fired", "quit", (or resigned) "disabled", "retired". The definitions should indicate an understanding that these all describe separation from employment but differ according to the person causing the separation (employer or employee) and the reason for the separation.	Contact the nearest unemploy regarding unemployment compe tion. Invite someone from t Prepare students with questi the terms laid off, fired, r Make up situations involving students match the correct t circumstances under which th

l - 9 - Knows of fringe benefits, such as hospitalization, insurance, vacation, etc.

ll state the meaning of "fringe sfaction of the teacher. e.g. by an employer which is worth money.	When visiting job sites, ask guide to explain any fringe benefits associated with the job.
ll name 5 fringe benefits, e.g. ance, life insurance, retirement fund, paid holidays.	New Readers Press, Be Informed, Unit 7: Finding a Job
xamples of fringe benefits, the e help of the teacher or charts, alue of the fringe benefits with	

l - 10 - Knows about unemployment benefits

ill define or describe the meaning s as they pertain to termination of ", "fired", "quit", (or resigned) . The definitions should indicate an ese all describe separation from according to the person causing the or employee) and the reason for the	Contact the nearest unemployment office for information regarding unemployment compensation and workmans compensation. Invite someone from that office to talk with class. Prepare students with questions ahead of time. Discuss the terms laid off, fired, resigned, disabled, and retired. Make up situations involving people leaving jobs and have students match the correct term that describe the circumstances under which the person left.

SV10.2 The student will define or describe the term "seniority" and explain to the teacher's satisfaction how it effects being laid off, e.g. seniority is the relative possition of employees as related to the amount of time they've worked for an employer, those who have worked the longest are the least likely to be laid off.

SV10.3 The student will name two services of the State Umployment Office: help in locating a job and unemployment compensation.

SV10.4 The student will define or explain to the teacher's satisfaction the meaning of unemployment compensation. e.g. partial salary paid by the state to a person temporatily out of work.

SV10.5 The student will name the three major conditions which must be met to collect unemployment compensation. (1) must have worked for 20 weeks during the first four of the last five quarters, (2) must have worked for an employer who paid unployment tax, and (3) must have been laid off (or if fired or quit be able to show it was not the employee's fault).

SV10.6 The student will name the two major limits to the amount of unemployment compensation. (1) based on salary and not more than one half of average weekly salary, (2) maximum of 64 weeks.

ll define or describe the term
in to the teacher's satisfaction
laid off, e.g. seniority is the
employees as related to the
e worked for an employer, those
ongest are the least likely to

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ing of unemployment compensation.
id by the state to a person temporatily

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unemployment compensation. (1) must
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) must have been laid off (or if fired
it was not the employee's fault).

ll name the two major limits to the
compensation. (1) based on salary
half of average weekly salary, (2)

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SV10.7 The student will name 3 disadvantages of being on unemployment. e.g. only half pay at the most, lose fringe benefits, lose seniority, do not have opportunity to practice skills, etc.

SV10.8 The student will define or describe to the teacher's satisfaction the meaning of Workman's Compensation. e.g. compensation paid to an employee injured on the job.

SV10.9 The student will name three services offered by Workman's Compensation: collecting a percentage of weekly pay (up to 2/3), payment of medical bills, and rehabilitation.

SV10.10 The student will name three conditions which must be met to collect workman's compensation. e.g. must be a work-connected injury or illness, employer must be paying workman's compensation insurance, employee must notify employer immediately of injury, must file claim within a specified amount of time.

SV10.11 The student will name two conditions under which he can collect social security, e.g. disability, retirement, survivors.

SV10.12 The student will locate the following agencies in the telephone book with 100% accuracy: unemployment compensation, workman's compensation, social security.

VOCATIONAL COMPETENCIES
SENIOR HIGH
JOB ATTITUDES

ill name 3 disadvantages of being on
nly half pay at the most, lose fringe
ity, do not have opportunity to practice

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will define or describe to the teacher's
ing of Workman's Compensation. e.g.
an employee injured on the job.

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ill name three services offered by
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will name three conditions which
workman's compensation. e.g. must
njury or illness, employer must be
ensation insurance, employee must
iately of injury, must file claim
ount of time.

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will name two conditions under which
security, e.g. disability, retirement,

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ill locate the following agencies
with 100% accuracy: unemployment
compensation, social security.

Senior High Vocational - 11 - Knows the functions of unions

SV11.1 The student will give two benefits of unions, e.g. improved job conditions, increased salaries, fringe benefits, help in locating a job, etc.	When visiting job sites, h not any of the jobs availa Invite a representative of
SV11.2 The student will state three functions of unions to the teacher's satisfaction, e.g. bargaining with employer for members, promote harmonious relationships with employers and their members, solving disputes for its members, organizing workers for unified action, etc.	
SV11.3 The student will define or describe 5 of the following terms as they relate to unions, to the teacher's satisfaction: shop steward, collective bargaining, strike, picket, boycott, closed shop, union shop, open shop.	

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al - 11 - Knows the functions of unions

will give two benefits of unions, nditions, increased salaries, fringe cating a job, etc.	When visiting job sites, have guide explain whether or not any of the jobs available there are union jobs. Invite a representative of some union to visit the class
will state three functions of unions to action, e.g. bargaining with employer e harmonious relationships with employers olving disputes for its members, or unified action, etc.	
ill define or describe 5 of the following to unions, to the teacher's satisfaction tive bargaining, strike, picket, , union shop, open shop.	

TERMINAL OBJECTIVE

The EMR learner, having explored many jobs, will use public and private sources to locate
evaluate jobs in terms of qualifications and advantages and will make a realistic selectio
availability of jobs in the community on his own strengths and weaknesses.

Senior High Vocational - 12 - Can use public and private sources to locate job informatio

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SV12.1 The student will name 5 sources of job information e.g. state employment agency, vocational rehabilitation, private employment agency, newspapers, companies, unions, school counselors, social welfare agencies, friends and relatives.

SV12.2 The student will describe the function of an employment agency to the teacher's satisfaction. e.g. to bring together people who need work and employers who need workers.

SV12.3 The student will describe to the teacher's satisfaction the difference between state and private employment agencies. e.g. state is paid for by taxes, fees are charged to employer or employee by private agency.

SV12.4 The student will name the location of the nearest state employment agency.

Use the objectives as guides f

New Readers Press, Be Informed
Occupational Fact Finding Seri

VOCATIONAL COMPETENCIES
SENIOR HIGH
CHOOSING A JOB

TERMINAL OBJECTIVE

ying explored many jobs, will use public and private sources to locate job information, will rms of qualifications and advantages and will make a realistic selection of job based on the in the community on his own strengths and weaknesses.

nal - 12 - Can use public and private sources to locate job information

will name 5 sources of job information nt agency, vocational rehabilitation, agency, newspapers, companies, unions, social welfare agencies, friends and	Use the objectives as guides for activiites New Readers Press, Be Informed, Unit 7: Finding A Job Occupational Fact Finding Series, Part I, II, III
will describe the function of an o the teacher's satisfaction. e.g. eople who need work and employers	
will describe to the teacher's fference between state and private e.g. state is paid for by taxes, employer or employee by private	
will name the location of the nearest ency.	

SV12.5 Given newspaper want ads containing the following abbreviations, the student will state what 10 of them stand for: mfg. (manufacturing), co. (company), exp, expd, or inexpd (experienced, or inexperienced), oppty (opportunity), ph (phone), exc or excel, (excellent), pref'd (preferred), begnr. (beginner), gd (good), HSG (high school graduate), nec. (necessary), p/t (part time), ref. (references).

SV12.6 Given ten newspaper want ads, the student will find the following information in each ad with 90% accuracy: kind of work, kind of company, skills required, how or where to apply.

SV12.7 The student will name 5 local companies or agencies he could contact to ask about job openings. e.g. specific construction company, farm, school board, hospital, store, garage, etc.

Senior High Vocational - 13 - Knows job opportunities in the community

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SV13.1 The student will name 15 jobs available in or near his community, e.g. stock boy, janitor, maid, farm helper, carpenter's helper, horticulture helper, cook, printer's helper, garbage collector, gas station attendent, mechanic's helper, dry cleaner or laundrymat, gardener, child care worker, nurse's aide, egg candler, vegetable picker, poultry worker, etc.

Have students work in comm
book of jobs available in
reference in terms of the
list all places of employm
boy, all places where mech
etc. Make another referen
employment. Have students
grocery stores, restaurant

paper want ads containing the following
student will state what 10 of them
nufacturing), co. (company), exp, expd, or
, or inexperienced), oppty
(phone), exc or excel, (excellent),
begnr. (beginner), gd (good), HSG (high
ec. (necessary), p/t (part time), ref.

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mation in each ad with 90% accuracy:
of company, skills required, how or

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will name 5 local companies or agencies
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y, farm, school board, hospital, store,

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nal - 13 - Knows job opportunities in the community

will name 15 jobs available in or e.g. stock boy, janitor, maid, farm helper, horticulture helper, cook, arbage collector, gas station 's helper, dry cleaner or laundrymat, e worker, nurse's aide, egg candler, oultry worker, etc.	Have students work in committees to make a reference book of jobs available in the community. Make one reference in terms of the specific job - have students list all places of employment where one can be a stock boy, all places where mechanic's helpers are employed, etc. Make another reference in terms of place of employment. Have students list all jobs available at grocery stores, restaurants, hotels, etc.

SV13.2 The student will name ten local employers and the jobs available to the teacher's satisfaction.	Have this information, once run off and collated in the vocational programs in the copies for reference.
SV13.3 Having visited 10 local employers, the student will list the tasks and skills required of one employee in each establishment with 90% accuracy.	

Senior High Vocational - 14 - Can compare jobs in terms of financial benefits (salary and

SV14.1 The student will name four ways employers may pay: by the hour, straight salary, by the piece, or commission and explain to the teacher's satisfaction how these differ.	Discuss different types of involving each type of pay each one.
SV14.2 The student will name 3 factors which account for variance in pay for hourly wage earners. e.g. amount of skill needed, whether covered by minimum wage laws, local or union pay scales, number of hours worked, whether extra money can be earned with tips or commission, whether overtime is available, raises based on length of service or quality of work, etc.	When visiting job sites, gi to complete concerning spec Include a question concerni ---------------------------- New Readers Press, Be Infor McGraw-Hill, World of Work
SV14.3 The student will name 3 factors which account for variance in pay for straight salary workers. e.g. amount of skill needed for job, local or union wage scales, whether docked for absence, whether extra money can be earned with tips or commissions, raises based on length of service or quality of work, etc.	

will name ten local employers and the he teacher's satisfaction.	Have this information, once compiled, typed on stencils, run off and collated in the form of a booklet. Other vocational programs in the school systems might want copies for reference.
ited 10 local employers, the student will skills required of one employee in each 90% accuracy.	
al - 14 - Can compare jobs in terms of financial benefits (salary and fringe benefis) (see SS12)	
will name four ways employers may pay: t salary, by the piece, or commission eacher's satisfaction how these differ.	Discuss different types of pay. Describe situations involving each type of pay and have students compute each one.
will name 3 factors which account for hourly wage earners. e.g. amount of r covered by minimum wage laws, local number of hours worked, whether extra with tips or commission, whether overtime based on length of service or quality of	When visiting job sites, give students a questionnaire to complete concerning specific points of the job. Include a question concerning the type of pay. -- New Readers Press, Be Informed, Unit 7 Finding A Job McGraw-Hill, World of Work (Kit and Tapes)
will name 3 factors which account for straight salary workers. e.g. ed for job, local or union wage ed for absence, whether extra money ips or commissions, raises based or quality of work, etc.	

SV14.4 The student will name 3 factors which account for variance in pay for piece work. e.g. amount of skill needed for work, speed of employee, whether straight piece work or a formal combining piece work with salary and/or time, amount of time worked, local or union pay scales, raises based on length of service, etc.

SV14.5 The student will name 4 factors which account for variation of pay in commission work, e.g. number of items sold, ability to sell, cost of item, percent of commission, whether straight commission or commission plus salary, amount of time devoted to selling, etc.

SV14.6 Given the opportunity to speak to local employers at their place of business or in the school, the student will obtain the following information for 3 employers: method of pay (hourly, salary, piece work, commission, or a combination), whether covered by minimum wage, starting salary, whether raises are by length of service or merit, whether overtime, is available and/or expected, what fringe benefits are given and whether employer is contributing to unemployment compensation, workman's compensation, and social security.

SV14.7 Having information about financial benefits of five jobs, the student will discuss, to the teacher's satisfaction the relative financial advantages of the jobs. e.g. one pays more per hour but you're not paid for lunch hour, one only pays 80¢/hour but you get tips, one starting salary is lower but can get raises sooner, etc.

will name 3 factors which account for piece work. e.g. amount of skill needed mployee, whether straight piece work or iece work with salary and/or time, amount l or union pay scales, raises based on tc.

will name 4 factors which account for commission work, e.g. number of items sold, t of item, percent of commission, whether or commission plus salary, amount of ing, etc.

portunity to speak to local employers siness or in the school, the student owing information for 3 employers: y, salary, piece work, commission, or a r covered by minimum wage, starting es are by length of service or merit, available and/or expected, what fringe nd whether employer is contributing to tion, workman's compensation, and

mation about financial benefits of five ll discuss, to the teacher's satisfaction l advantages of the jobs. e.g. one pays 're not paid for lunch hour, one only get tips, one starting salary is lower oner, etc.

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Senior High Vocational - 15 - Can compare jobs in terms of working conditions

SV15.1 Given 5 local employment opportunities, the student will compare them, to the teacher's satisfaction, on the following transportation factors: (1) whether the work site is always the same or different (2) how far the work site(s) is (are) from his home, (3) how much time it will take to get there (4) if he can get transportation, and (5) how much transportation will cost.	When visiting job sites, gi out concerning working cond of work, vacation, sick lea --------------------------- McGraw Hill, World of Work
SV15.2 Given 5 local employment opportunities, the student will compare them, to the teacher's satisfaction, on the following working hours factors: (1) full time or part time (2) day, night, or revolving shift, (3) week days and/or weekwnds (4) overtime -- if available and/or required, (5) regular or irregular hours.	
SV15.3 Given 5 local employment opportunities, the student will compare them, to the teacher's satisfaction, on the following factors relating to unions: (1) if the establishment is unionized, (2) the name of the union, (3) whether closed shop, union shop, or open shop, and (4) amount of union dues.	
SV15.4 Given 5 local employment opportunities, the student will answer the following questions to the teacher's satisfaction: (1) Are there any special health requirements for any of the jobs? (2) Which tasks for each job would he like most? dislike most? (3) Which jobs require working with many people? (4) Which jobs are indoors and which are outdoors? (5) Which jobs are most active? sedentary?	

- 15 - Can compare jobs in terms of working conditions

employment opportunities, the student the teacher's satisfaction, on the on factors: (1) whether the work site different (2) how far the work site(s) , (3) how much time it will take to n get transportation, and (5) how ll cost.	When visiting job sites, give students forms to fill out concerning working conditions, pay, hours, type of work, vacation, sick leave, etc. McGraw Hill, World of Work (Kit and Tapes)
employment opportunities, the student the teacher's satisfaction, on the s factors: (1) full time or part time olving shift, (3) week days and/or week- f available and/or required, (5) regular	
employment opportunities, the student the teacher's satisfaction, on the ting to unions: (1) if the establishment name of the union, (3) whether closed pen shop, and (4) amount of union dues.	
employment opportunities, the student ing questions to the teacher's here any special health requirements 2) Which tasks for each job would he ? (3) Which jobs require working with jobs are indoors and which are out- are most active? sedentary?	

Senior High Vocational - 16 - Is cognizant of the jobs he will be able to perform

SV16.1 Given 10 jobs available at local establishments and the skill and personal qualifications required for each, the student will indicate those skills and qualifications he has or could acquire, to the teacher's satisfaction.	When or after visiting jo list skills needed for ea indicate which ones he is which he is not qualified
SV16.2 Given a list of skills or personal qualifications which he could acquire, the student will explain to the teacher's satisfaction, how he would acquire them.	McGraw Hill, World of Wor
SV16.3 Given a list of skills and personal qualifications for various jobs, the student will determine those skills and qualifications he probably could not acquire and explain why not, to the teacher's satisfaction.	
SV16.4 Given a list of 10 jobs previously discussed, the student will consider the qualifications and rank order them according to which he is most qualified for, to the teacher's satisfaction.	

onal - 16 - Is cognizant of the jobs he will be able to perform

obs available at local establishments and onal qualifications required for each, ndicate those skills and qualifications quire, to the teacher's satisfaction.	When or after visiting job sites, have students list skills needed for each job. Have him indicate which ones he is qualified for and which he is not qualified for.
t of skills or personal qualifications ire, the student will explain to the ion, how he would acquire them.	McGraw Hill, World of Work (Kit and Tapes)
t of skills and personal qualifications he student will determine those skills he probably could not acquire and explain cher's satisfaction.	
t of 10 jobs previously discussed, the er the qualifications and rank order hich he is most qualified for, to the ion.	

TERMINAL OBJECTIVE

The EMR learner shall have the necessary skills to apply for, obtain, retain, and make adv
commensurate with his abilities.

Senior High Vocational - 17 - Knows how to fill out application forms, work permits, socia
withholding and union forms

SV17.1 Given any application form, the student will write the following personal data with 100% accuracy: full name; mailing address; phone; date of birth; age; place of birth; father's full name; mother's full name (including maiden name), sex; race; nationality, social security number; marital status; height; weight; whom to notify in case of emergency, their address, telephone number, and their relationship.	Have students collect job several different buisness make copies of these to ke students to use for practi If students are having dif the information for applic spelling of this informati and run off the most commo on index cards for student wallets
SV17.2 Given any application form, the student will write the following educational experience with 100% accuracy: name of grade school and high school attended, location, dates of attendance, whether or not graduated.	Get copies of work permits birth certificate applicat to fill out. --------------------------
SV17.3 Given any application form, the student will write the following work experience with 100% accuracy: Name of employee, address, name of supervisor, kind of work, dates worked, pay, and reason for leaving	McGraw Hill, World of Work New Readers Press, Be Info a Job.

VOCATIONAL COMPETENCIES
SENIOR HIGH
GETTING A JOB

TERMINAL OBJECTIVE

have the necessary skills to apply for, obtain, retain, and make advancement in jobs abilities.

l - 17 - Knows how to fill out application forms, work permits, social security forms, withholding and union forms

lication form, the student will write l data with 100% accuracy: full name; e; date of birth; age; place of birth; othe 's full name (including maiden ionality, social security number; t; weight; whom to notify in case of ess, telephone number, and their	Have students collect job applications from several different buisnesses. If possible make copies of these to keep on file for students to use for practice. If students are having difficulty remembering the information for applications or the spelling of this information, make a stencil and run off the most common kinds of information on index cards for students to carry in their wallets
lication form, the student will write onal experience with 100% accuracy: and high school attended, location, whether or not graduated.	Get copies of work permits, social security, birth certificate applications for students to fill out. --
lication form, the student will write perience with 100% accuracy: Name of ne of supervisor, kind of work, dates on for leaving	McGraw Hill, World of Work (Kit and Tapes) New Readers Press, Be Informed, Unit 7: Finding a Job.

SV17.4 Given any application form, the student will write the answer to the following health related questions with 100% accuracy: any physical defects, any major injury, any major illness in the last 5 years, number of days absent in the last year due to illness, date of last physical check up.

SV17.5 Given any job application form, the student will write the names, addresses, and telephone numbers of three personal references with 100% accuracy.

SV17.6 Given any application form on which the student does not understand a question or does not know the answer, he will name a person to whom he can go for help, to the teacher's satisfaction (e.g. interviewer, former teacher or principal, parent,etc.)

SV17.7 The student will apply for and obtain, with the help of the teacher as necessary, a copy of his birth certificate.

plication form, the student will write llowing health related questions with hysical defects, any major injury, any last 5 years, number of days absent in illness, date of last physical check up.

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b application form, the student will resses, and telephone numbers of ences with 100% accuracy.

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plication form on which the student does stion or does not know the answer, he o whom he can go for help, to the on (e.g. interviewer, former teacher ,etc)

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will apply for and obtain, with the as necessary, a copy of his birth

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Senior High Vocational - 18 - Writes letters of application and resumes

SV18.1 Given a newspaper want ad containing an address to which to apply, the student will write a short letter expressing interest in applying for the job and briefly stating qualifications and/or experience, to the teacher's satisfaction, (See SW2, SC12.5, SV12.6)	McGraw Hill, World of Work New Readers Press. Be Infor Finding a Job
SV18.2 Given a situation requiring a written resume, the student will write a resume including personal information, education, and experience to the teacher's satisfaction.	

VOCATIONAL COMPETENCIES
SENIOR HIGH
GETTING A JOB

al - 18 - Writes letters of application and resumes

paper want ad containing an address to
student will write a short letter
in applying for the job and briefly
ns and/or experience, to the teacher's
V2, SC12.5, SV12.6)

ation requiring a written resume, the
resume including personal information,
ience to the teacher's satisfaction.

McGraw Hill, World of Work (Kit and Tapes)
New Readers Press. Be Informed, Unit 7:
Finding a Job

Senior High Vocational - 19 - Knows proper conduct for personal interview

SV19.1 The student will name two purposes of an interview: to help employer know more about the applicant and to help the applicant know more about the job.	Make a bulletin board conce Take slides of situations i and bad conduct for job int along and tape it. Role play interviews. Ask students.
SV19.2 Given a situation in which he will apply for a job in person, the student will carry with him his social security card, proof of age, and any information he may have difficulty remembering (e.g. names and address of references dates of employment, etc.)	1. Role play interview sit 2. Will listen to selected 3. Ask one of the OJT empl for different jobs. 4. Day before tell student will start with the lat
SV19.3 The student will state at least 5 of the following rules for making a good impression at an interview: (1) be on time (2) have neat, clean personal appearance (3) sit up straight (4) be well informed about the information on the application if one has been filled out (5) be polite and respectful (6) be pleasant but businesslike (7) be able to discuss work experience (sell yourself but don't brag) (8) do not chew gum (9) listen carefully and anwer all questions as best you can (10) thank the interviewer (11) go along (12) don't discuss personal problems.	McGraw Hill, World of Work New Readers Press, Be Infor

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- 19 - Knows proper conduct for personal interview

name two purposes of an interview:
ore about the applicant and to help the
ut the job.

n in which he will apply for a job in
l carry with him his social security
any information he may have
(e.g. names and address of references
c.)

state at least 5 of the following
impression at an interview: (1) be
clean personal appearance (3) sit up
formed about the information on the
been filled out (5) be polite and
ant but businesslike (7) be able to
(sell yourself but don't brag) (8) do
carefully and anwer all questions
ank the interviewer (11) go along
onal problems.

Make a bulletin board concerning rules for an interview. Take slides of situations involving students showing good and bad conduct for job interviews. Make a script to go along and tape it.
Role play interviews. Ask someone to come in and intervie students.

1. Role play interview situations
2. Will listen to selected tapes
3. Ask one of the OJT employers to come in and interview for different jobs.
4. Day before tell students they will be interviewed and will start with the late bell. Each to be interviewed

McGraw Hill, World of Work (Kit & Tapes)
New Readers Press, Be Informed, Unit 7: Finding a Job.

SV19.4 Given several examples of two different behaviors at interviews, the student will state which behavior is more appropriate and why to the teacher's satisfaction. e.g. interviewer "can you use a saw?" answers: "sure, I can saw anything with one hand tied behind my back" vs. "yes, I've had experience using several types of saws at school and helping my uncle."

SV19.5 The student will state to the teacher's satisfaction the information he should obtain during an interview including the following: (1) duties of job (2) working hours (3) salary and how paid (4) fringe benefits (5) other information depending upon job (e.g. if uniform required and who provides it, union information, etc.)

xamples of two different behaviors at
will state which behavior is more
the teacher's satisfaction. e.g.
e a saw?" answers: "sure, I can saw
tied behind my back" vs. "yes, I've had
l types of saws at school and helping

state to the teacher's satisfaction
ld obtain during an interview
: (1) duties of job (2) working hours
(4) fringe benefits (5) other
pon job (e.g. if uniform required and
information, etc.)

Senior High Vocational - 20 - Demonstrates competencies in safely operating tools, equipment,

SV20.1 Shown hand tools for woodworking, metal working, horticulture, and automotive work (see Appendix C), the student will name 30 tools and state how or for what they are used to the teacher's satisfaction.

SV20.2 Given hand tools for woodworking, metal working, horticulture and automotive work (see Appendix C), the student will correctly and safely use 20 of them to the teacher's satisfaction.

SV20.3 Shown the following fasteners, the student will select the proper tools to use with 5 of the fasteners and fasten an object using the 5 he selected: Nail, brad, tack, standard screw, Phillips head screw, nut bolt, rivet.

SV20.4 The student will state one use for 5 of the following to the teacher's satisfaction: wood filler, shellac, stain, alcohol, turpentine, thinner, solder, flux.

SV20.5 During a woodworking or metal working project, the student will demonstrate the proper use of at least one of the following to the teacher's satisfaction: sandpaper, steel-wool, emry cloth.

There are several sources o
ment and financing programs
objectives. See your vocati
child coordinator, and prici
Resource people can also be
these areas. Funds can usua
these people if volunteers

- 20 - Demonstrates competencies in safely operating tools, equipment, and appliances

s for woodworking, metal working,
otive work (see Appendix C), the
ols and state how or for what they are
atisfaction.

s for woodworking, metal working,
tive work (see Appendix C), the
and safely use 20 of them to the teacher's

ing fasteners, the student will select
with 5 of the fasteners and fasten an
elected: Nail, brad, tack, standard
rew, nut bolt, rivet.

state one use for 5 of the following to
ion: wood filler, shellac, stain,
inner, solder, flux.

king or metal working project, the
e the proper use of at least one of the
r's satisfaction: sandpaper, steel-

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There are several sources of funds for purchasing equipment and financing programs to incorporate these types of objectives. See your vocational director, exceptional child coordinator, and pricipal for such information. Resource people can also be brought in to instruct in these areas. Funds can usually be made available to pay these people if volunteers can not be found.

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SV20.6 Shown the following power tools, the student will identify 10 and describe their use to the teacher's satisfaction: hydraulic jack, automotive lift, jig saw, power sander, table saw, electric drill, drill press, circular saw, power mower, electric hedge shears, electric grass trimmers, power buffer, wheel balancer, saw sharpener, power grinder, power tiller.

SV20.7 In woodworking, metal working, automotive or horticultural projects the student will correctly and safely use five power tools to the teacher's satisfaction.

SV20.8 Given the following small electric appliances, the student will demonstrate correct and safe use of 10 of them: electric skillet, waffle iron, electric portable mixer, electric standard mixer, blender, electric can opener, electric knife, rotisserie, broiler, iron, hair dryer.

SV20.9 The student will demonstrate correct and safe use of 12 of the following appliances to the teacher's satisfaction: electric cooking grill, electric or gas stove top, electric or gas oven, electronic range, dishwasher, garbage disposal, trash compactor, vacuum cleaner, floor polisher, washing machine, dryer, mangle iron, sewing machine (home and/or commercial) rug shampooer.

VOCATIONAL COMPETENCIES
SENIOR HIGH
GETTING A JOB

ving power tools, the student will
be their use to the teacher's satis-
ck, automotive lift, jig saw, power
ctric drill, drill press, circular
ric hedge shears, electric grass
, wheel balancer, saw sharpener,
iller.

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metal working, automotive or
the student will correctly and safely
the teacher's satisfaction.

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ving small electric appliances, the
e correct and safe use of 10 of them:
e iron, electric portable mixer, electric
, electric can opener, electric knife,
on, hair dryer.

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demonstrate correct and safe use of
liances to the teacher's satisfaction:
electric or gas stove top, electric
range, dishwasher, garbage disposal,
cleaner, floor polisher, washing
iron, sewing machine (home and/or
er.

Senior High Vocational - 21 - Has qualifications for at least one job

SV21.1 The student will perform all job activities and demonstrate all of the personal characteristics required for at least one job available in his community, to the teacher's satisfaction. (see A Summary of Findings and Recommendations for Curriculum Development for a list of jobs in Baker, Bradford and Union Counties)	Provide as many job simulat school facility and campus. students on jobs in the com school day.
SV21.2 Given a task to perform which is part of a job for which he is qualified, the student will independently carry out the task from preparation through completion to the teacher's satisfaction.	

Senior High Vocational - 22 - Participates in on the job training

SV22.1 During on the job training for a job relevant to his interest and ability, the student will complete all required tasks with minimum of supervision to the satisfaction of his supervisor.	Make a job evaluation sheet student's performance of h sheet may be made for each see specific requirements f ing on the situation, sheet
SV22.2 During on the job training, the student will exhibit all personal characteristics required for that job to the satisfaction of his supervisor.	

- 21 - Has qualifications for at least one job

l perform all job activities and personal characteristics required vailable in his community, to the . (see A Summary of Findings and rriculum Development for a list of d and Union Counties)	Provide as many job simulations as possible within the school facility and campus. Whenever possible place students on jobs in the community for part or all of the school day.
perform which is part of a job for the student will independently carry aration through completion to the .	

- 22 - Participates in on the job training

ob training for a job relevant to his the student will complete all required supervision to the satisfaction of his	Make a job evaluation sheet for employees to evaluate student's performance of his job duties. A separate sheet may be made for each job so students will be able t see specific requirements for his particular job. Depend ing on the situation, sheets may be completed daily or we
ob training, the student will exhibit istics required for that job to the pervisor.	

Senior High Vocational - 23 - Can work efficiently at a competetive pace, performing multi-t
sequential tasks (See SA(T)1.1, SA(T)3)

SV23.1 In a work situation, real or simulated, the student will work at a competetive pace with fellow employees to the satisfaction of the employer.

SV23.2 In a situation that requires a multi-tasks activity, the student will perform the tasks with efficiency to the satisfaction of the teacher or employer. e.g. A. Service station attendent can check tires while tank is being filled. B. While cake is baking, dishes can be washed, etc.

SV23.3 In a job situation, real or simulated, that requires sequential activities, the student will perform the activities in correct order to the satisfaction of the teacher or employer.

Include these items on eva
school or job situations.

23 - Can work efficiently at a competetive pace, performing multi-task activities and sequential tasks (See SA(T)1.1, SA(T)3)

on, real or simulated, the student will
ce with fellow employees to the satis-

at requires a multi-tasks activity,
the tasks with efficiency to the
her or employer. e.g. A. Service
eck tires while tank is being filled.
dishes can be washed, etc.

n, real or simulated, that requires
he student will perform the activities
satisfaction of the teacher or employer.

Include these items on evaluation sheets either for school or job situations.

SOCIAL COMPETENCIES

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GOAL

Social Competencies - Upon completion of the EMR program the learner will demonstrate social skills in self care, discipline, and understanding, and by being proficient in interacting w and communicating to others, respecting rights of others, and exhibiting responsibile behavi the job and in the community.

TERMINAL OBJECT

The EMR learner will demonstrate proficiency in physical and psychological self-care by exhi safety behaviors, self-discipline, and an ability to set appropriate and realistic goals for

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Senior High Social - 1 - Practices desirable habits of personal cleanliness, health habits,

SS1.1 The student will exhibit habits of personal cleanliness by looking clean, being free from objectionable odor, having clean hands, hair, nails and wearing clean clothing daily, as observed by the teacher.	Discuss personal hygiene wit Bring in products used for g Discuss situations in which maintain good grooming and h Make a slide series of good See Junior High level for ot
SS1.2 The student will exhibit good health habits by maintaining clean teeth, covering mouth when coughing or sneezing, being alert (as evidence of sufficient sleep), eating proper foods at lunchtime, etc. as observed by the teacher.	Q.E.D., Health and Social Pr
SS1.3 The student will state one reason for each of the following health habits to the teacher's satisfaction: sufficient sleep, sufficient exercise, balanced diet, and cleanliness.	

GOAL

Upon completion of the EMR program the learner will demonstrate social competency by exhibiting
iscipline, and understanding, and by being proficient in interacting with people by relating
thers, respecting rights of others, and exhibiting responsibile behavior to other people on
munity.

TERMINAL OBJECT

emonstrate proficiency in physical and psychological self-care by exhibiting good health and
-discipline, and an ability to set appropriate and realistic goals for himself.

- Practices desirable habits of personal cleanliness, health habits, and grooming.

l exhibit habits of personal cleanliness g free from objectionable odor, ir, nails and wearing clean clothing the teacher.	Discuss personal hygiene with students. Bring in products used for good grooming. Discuss situations in which it is particulary important to maintain good grooming and hygiene. Make a slide series of good grooming practices. See Junior High level for other activities.
l exhibit good health habits by n, covering mouth when coughing or (as evidence of sufficient sleep), lunchtime, etc. as observed by the	Q.E.D., Health and Social Problems, (record and filmstrip
l state one reason for each of the s to the teacher's satisfaction: icient exercise, balanced diet, and	

SS1.4 The student will state why it is important to be well groomed, when going on a date, coming to school, finding and keeping a job, etc. to the teacher's satisfaction.

SS1.5 The student will describe to the teacher's satisfaction good grooming for a job interview, e.g. bathe, shampoo, clean nails, clean and pressed clothing, clean shave for boys, not too much make up for girls, etc.

state why it is important to be
g on a date, coming to school,
ob, etc. to the teacher's satisfaction.

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describe to the teacher's satisfaction
interview, e.g. bathe, shampoo,
pressed clothing, clean shave
make up for girls, etc.

Senior High Social - 2 - Can prepare simple, well-balanced meals

SS2.1 The student will prepare at least three well-balanced menus each for breakfast, lunch, and dinner, to the satisfaction of the teacher.	Have cook books available fo from. Remind them of the bas opportunity for each student charge of the preparation of
SS2.2 In actual situations the student will prepare and serve the following well-balanced meals: a cold breakfast, a cooked breakfast, a cold lunch, a cooked lunch, a cold dinner, and a cooked dinner.	

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- Can prepare simple, well-balanced meals

prepare at least three well-balanced
t, lunch, and dinner, to the
cher.

ions the student will prepare and
l-balanced meals: a cold breakfast,
old lunch, a cooked lunch, a cold
nner.

Have cook books available for students to select their menus from. Remind them of the basic food groups. Provide the opportunity for each student to make a shopping list and be charge of the preparation of at least one of his menus.

Senior High Social - 3 - Can select and order meals and snacks from a variety of food services

SS3.1 In an actual situation at a restaurant, the student will correctly select and order a basic meal as observed by the teacher.	On field trips plan for stud experiences in choosing meal price list of items that mig Have students select a meal
SS3.2 The student will correctly select and purchase a meal from vending machines, with 100% accuracy.	
SS3.3 Placed in a situation of purchasing food cafeteria style, the student will select foods suitable for a basic meal, keeping in mind the price of each serving, and upon arriving at the cash register, present sufficient money for purchase, with 100% accuracy.	

SOCIAL COMPETENCIES
SENIOR HIGH
SELF AND PERSONAL DEVELOPMENT

- Can select and order meals and snacks from a variety of food services (Also see: SS23)

uation at a restaurant, the student
nd order a basic meal as observed

correctly select and purchase a meal
with 100% accuracy.

ation of purchasing food cafeteria:
select foods suitable for a basic
he price of each serving, and upon
gister, present sufficient money for
uracy.

On field trips plan for students to have a variety of experiences in choosing meals. In the classroom make a price list of items that might be found in a cafeteria. Have students select a meal and estimate the cost.

Senior High Social - 4 - Can repair and care for personal clothing (See SS22)

SS4.1 Given a garment of clothing that needs to be repaired and the proper materials with which to repair it, the student will find the area that needs repairing, and make the repair to the satisfaction of the teacher. e.g. rips, tears, missing buttons, etc.	Encourage students to bring i repair. Volunteer the servic clothing repairs that are oft day.
SS4.2 The student will take care in protecting his clothing by wearing an apron or a smock when performing a working task involving dirt or grime of some sort, as observed by the teacher.	
SS4.3 When participating in high action games or sports (basketball, volley ball, etc.) the student will wear appropriate clothing as observed by the teacher.	

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- Can repair and care for personal clothing (See SS22)

of clothing that needs to be repaired s with which to repair it, the student needs repairing, and make the repair the teacher. e.g. rips, tears, missing	Encourage students to bring in clothing that is in need of repair. Volunteer the services of the class for the small clothing repairs that are often necessary during a school day.
take care in protecting his clothing a smock when performing a working grime of some sort, as observed by	
ng in high action games or sports l, etc.) the student will wear observed by the teacher.	

Senior High Social - 5 - Dresses appropriately and attractively for various activites and occa

SS5.1 The student describe and/or wear the appropriate attire for dating, going to church, dancing (prom, spring hop, etc.), playing team games, funerals, participating in weddings, etc., as observed by the teacher.	On a trip to a clothing stor students to find appropriate

SOCIAL COMPETENCIES
SENIOR HIGH
SELF AND PERSONAL DEVELOPMENT

Dresses appropriately and attractively for various activites and occasions

ibe and/or wear the appropriate to church, dancing (prom, spring hop, s, funerals, participating in ved by the teacher.	On a trip to a clothing store, describe an occasion and ask students to find appropriate clothing.

Senior High Social - 6 - Can take and relay telephone messages and knows emergency procedure
secure police and fire protection, medical help, ambulance service,

SS6.1 Given a message by telephone, the student will take the person's name and relay any message to be given to the absent party 100% of the time.	Write emergency situations c and reacts to the situation. telephone activities.
SS6.2 Given a simulated emergency in which police or fire protection, medical help, ambulance service, or a rescue squad needs to be secured, the student will locate and dial the appropriate number, give name and address, and state the emergency to the teacher's satisfaction.	
SS6.3 Given a simulated emergency in which the telephone number is not readily accessible, the student will dial the operator, give the emergency department needed, and wait for any advice to the teacher's satisfaction.	

- Can take and relay telephone messages and knows emergency procedure for telephone operation to secure police and fire protection, medical help, ambulance service, rescue squad (See SSp7)

by telephone, the student will take relay any message to be given to the e time.	Write emergency situations on cards. Student draws a card and reacts to the situation. See SSp7 and SS35 for other telephone activities.
d emergency in which police or fire p, ambulance service, or a rescue ed, the student will locate and dial give name and address, and state the r's satisfaction.	
d emergency in which the telephone ccessible, the student will dial the gency department needed, and wait for er's satisfaction.	

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Senior High Social - 7 - Understands the need for responsible relationships with members of

SS7.1 After discussion, films, simulated situation, etc. involving male-female relationships, the student will explain to the teacher's satisfaction three results of immature of irresponsible relationships. e.g. emotional problems, pregnancy, social diseases, etc.	Discuss common boy-girl pro letters from the newspaper. answer. Compare their solu lyrics to popular songs inv students if they agree or d implied in particular songs
SS7.2 The student will name 3 examples of mature responsible behavior with the opposite sex. e.g. honesty, respect for self and partner, understanding feelings of partner, respect for self and partner, understanding feelings of partner, self-restraint when necessary, etc.	

SOCIAL COMPETENCIES
SENIOR HIGH
SELF AND PERSONAL DEVELOPMENT

Understands the need for responsible relationships with members of the opposite sex (See Sp20)

films, simulated situation, etc. lationships, the student will explain ction three results of immature of ips. e.g. emotional problems, es, etc.	Discuss common boy-girl problems. Collect "Dear Abbey" letters from the newspaper. Have students decide on an answer. Compare their solutions to Abbey's. Discuss lyrics to popular songs involving matters of the heart. As students if they agree or disagree with philosophies implied in particular songs.
name 3 examples of mature responsible te sex. e.g. honesty, respect for tanding feelings of partner, tner, understanding feelings of when necessary, etc.	

Senior High Social - 8 - Knows appropriate behavior during dating and courtship

SS8.1 The student will state four responsibilities of a boy in arranging a date. e.g. asking the girl, having a plan, picking up the girl, meeting the parents, making financial arrangements, getting the girl home on time, etc.	Make a bulletin board displa dating. Have students draw magazines to show each "rule Discuss why these procedures
SS8.2 The student will state four responsibilities of a girl concerning a date. e.g. give an answer at a reasonable time, be ready, let parents know, introduce boy to parents etc.	

- Knows appropriate behavior during dating and courtship

state four responsibilities of a . e.g. asking the girl, having a rl, meeting the parents, making getting the girl home on time, etc.	Make a bulletin board display showing responsibilities in dating. Have students draw pictures or cut them out of magazines to show each "rule." Discuss why these procedures are important.
state four responsibilities of a e.g. give an answer at a reasonable ents know, introduce boy to parents	

Senior High Social - 9 - Exhibits proper attitude toward criticism and evaluation

SS9.1 When asked the type of attitude he should display when receiving criticism and evaluation for a task completed, the student will state that he should show respect to the other person's opinion by listening, asking advice on improving the job done, and showing gratitude regardless of whether he is in agreement with the person, to the teacher's satisfaction.	
SS9.2 In real or simulated situations, the student will exhibit appropriate behavior when criticized or evaluated by an employer, parent, teacher and peer.	

- Exhibits proper attitude toward criticism and evaluation

ype of attitude he should display when
evaluation for a task completed, the
he should show respect to the other
tening, asking advice on improving
ng gratitude regardless of whether he
e person, to the teacher's satisfaction.

ated situations, the student will
avior when criticized or evaluated
teacher and peer.

SOCIAL
SENIOR
SELF AN

Senior High Social - 10 - Exhibits personality attributes of honesty, tolerance, initiative i
effort in trying to improve skills

SS10.1 The student will describe to the teacher's satisfaction how honesty, tolerance, and initiative are vital in retaining and making advancement in his job.

SS10.2 When given a task to complete with others, the student will demonstrate honesty, tolerance and initiative as observed by the person in charge.

SS10.3 While completing a task, the student will demonstrate an effort in improving his skills asking assistance when in doubt, watching a trained person completing a similar task and showing willingness to follow any advice given for improvement of his skills to the authority's satisfaction.

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SOCIAL COMPETENCIES
SENIOR HIGH
SELF AND PERSONAL DEVELOPMENT

Exhibits personality attributes of honesty, tolerance, initiative in doing a job well, and effort in trying to improve skills

escribe to the teacher's satisfaction
nd initiative are vital in retaining
his job.

to complete with others, the student
tolerance and initiative as
charge.

task, the student will demonstrate
s skills asking assistance when
ned person completing a similar
ess to follow any advice given
ills to the authority's

521

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Senior High Social - 11 - Accepts responsibilities

SS11.1 Given a different duty in class once every 6 weeks, the student will demonstrate responsibility by accepting the job willingly, working on it with no reminders, and completing the task without assistance (unless asking advice in improving the job) to the teacher's satisfaction.

SS11.2 While on the job, the student will demonstrate responsibility by being punctual, completing tasks intended for him, asking aid when needed and tending to his own affairs to the supervisor's satisfaction.

- Accepts responsibilities

duty in class once every 6 weeks,
rate responsibility by accepting
ng on it with no reminders, and
out assistance (unless asking
job) to the teacher's satisfaction.

the student will demonstrate
punctual, completing tasks
aid when needed and tending to
upervisor's satisfaction.

Senior High Social - 12 - Realizes and accepts his strengths and weaknesses (See SV14)

SS12.1 Given 3 tasks to complete, the student will choose the one he can best handle after considering his strengths and weaknesses to the teacher's satisfaction.

SS12.2 Upon completion of a job, the student will evaluate the job done with the one in charge and state parts done well and those needing improvement 95% of the time.

SS12.3 After realizing and accepting his strengths and weaknesses, the student will develop his strengths and ask aid for his weaknesses to the best of his ability as observed by the teacher.

SOCIAL COMPETENCIES
SENIOR HIGH
SELF AND PERSONAL DEVELOPMENT

- Realizes and accepts his strengths and weaknesses (See SV14)

complete, the student will choose lle after considering his to the teacher's satisfaction.	
of a job, the student will evaluate e in charge and state parts done mprovement 95% of the time.	
nd accepting his strengths and will develop his strengths and es to the best of his ability as 5 5	5 6

Senior High Social - 13 - Understands that he should ask for help or information when unsure

SS13.1 Given a situation in which one is unsure of directions or hestitant about proper steps in managing a task, the student will state that he should immediately get aid.	
SS13.2 Given a task in which directions are unclear or where help is obviously required, the student will ask for aid 100% of the time.	

- Understands that he should ask for help or information when unsure on the job

n in which one is unsure of
about proper steps in managing
l state that he should immediately

which directions are unclear or
required, the student will ask
e.

TERMINAL OBJECTIVE

The EMR learner will demonstrate an understanding of the responsibilities of family members,
and compromise with others in the family, and knowledge of household management skills.

Senior High Social - 14 - Understands the responsibilities of a husband and wife in marriage

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SS14.1 The student will state 5 responsibilities that husbands and wives share in marriage. e.g. (1) earning a living, (2) paying bills, (3) caring for children, (4) cleaning house, (5) house maintenance, (6) food preparation

SS14.2 Given simulated situations involving a marriage with or without children, with varying employment situations, with different skills and abilities of husband and wife, the student will suggest which marriage partner should handle which responsibilities to the satisfaction of the teacher.

After discussions, readings, fi
have students give hypothetical
decide upon responsibilities.
cooperative situations as relat

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New Readers Press: Be Informed,
FR: Family Life
SVE: Family Problems
Merrill: Patterns of Life: Hum
Unit 4

Senior High Social - 15 - Is aware of the effect of in-laws in a marriage

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SS15.1 The student will define the term "in-law" and give two examples with 100% accuracy.

SS15.2 The student will describe to the teacher's satisfaction, two different situations in which in-laws effect marriage.

List family members of two stud
Ask other students if these two
be in-laws.
Give several hypothetical but r
two teams of students come up w
Have the same two teams pretend
give a situation and have each
of the situation

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New Readers Press: Be Informed,
Merrill: Patterns of Life: Huma
Mayfex: Facing Life

TERMINAL OBJECTIVE

emonstrate an understanding of the responsibilities of family members, an ability to cooperate hers in the family, and knowledge of household management skills.

4 - Understands the responsibilities of a husband and wife in marriage

ll state 5 responsibilities that re in marriage. e.g. (1) earning ills, (3) caring for children,) house maintenance, (6) food

d situations involving a marriage en, with varying employment situa- skills and abilities of husband will suggest which marriage part- h responsibilities to the satis- .

After discussions, readings, filmstrip presentations, etc. have students give hypothetical situations for other students decide upon responsibilities. Role play cooperative and uncooperative situations as relate to family responsibilities.

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New Readers Press: Be Informed, Unit 12: Marriage
FR: Family Life
SVE: Family Problems
Merrill: Patterns of Life: Human Growth and Development, Unit 4

5 - Is aware of the effect of in-laws in a marriage

ll define the term "in-law" and 100% accuracy.

ll describe to the teacher's erent situations in which in-laws

List family members of two students (of opposite sex) on boar Ask other students if these two students married, who would be in-laws.
Give several hypothetical but realistic in-law problems. Hav two teams of students come up with solutions to the problems. Have the same two teams pretend to be each other's in-laws; give a situation and have each team role play to make the mos of the situation

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New Readers Press: Be Informed, Unit 12: Marriage
Merrill: Patterns of Life: Human Growth and Development, Unit
Mayfex: Facing Life

Senior High Social - 16 - Understands the obligations of and responsibilities for worthwhi

SS16.1 The student will explain the concept of a burden to society to the satisfaction of the teacher.

SS16.2 Presented with a simulated situation involving a problem child, the student will explain why this is a problem that should be handled by the family, to the satisfaction of the teacher.

SS16.3 Presented with a simulated situation involving a family which cannot support itself, the student will explain how this presents a hardship on society, to the satisfaction of the teacher.

Discussions, readings, viewin
Brainstorming: Give hypotheti
give any thoughts about the s
heads. Record all thoughts r
two or three groups of studen
ideas and evaluate them.

16 - Understands the obligations of and responsibilities for worthwhile family life to society

ill explain the concept of a burden isfaction of the teacher.	Discussions, readings, viewing filmstrips. Brainstorming: Give hypothetical situations. Have students give any thoughts about the situation that come into their heads. Record all thoughts regardless of worth. Then have two or three groups of students each take a few of these ideas and evaluate them.
h a simulated situation involving a udent will explain why this is a e handled by the family, to the eacher.	
h a simulated situation involving a upport itself, the student will ents a hardship on society, to the eacher.	

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Senior High Social - 17 - Knows how to compromise his wishes with those of his family

SS17.1 The student will describe to the satisfaction of the teacher, three situations in which family conflict might arise.

SS17.2 Presented with an actual or simulated family conflict situation, the student will explain the view point of each person involved in the conflict to the satisfaction of the teacher.

SS17.3 The student will define compromise to the satisfaction of the teacher.

SS17.4 The student will explain why compromise is important to the satisfaction of the teacher.

SS17.5 Presented with an actual or simulated family conflict situation, the student will explain one possible solution to the satisfaction of the teacher.

After discussions, readings,
typical conflict situations.
of the family members in conf
gotten to a stand-still, have
the part of the other family
try to come up with solutions

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New Readers Press: Be Informe
FR: Family Life
Fearon: The Young American Se
Merrill: Patterns of Life: Hu
Unit 5
SVE: Family Problems (filmstr
Mayfex: Facing Life

17 - Knows how to compromise his wishes with those of his family

will describe to the satisfaction of
ituations in which family conflict

th an actual or simulated family
the student will explain the view
involved in the conflict to the
teacher.

will define compromise to the satis-
er.

will explain why compromise is im-
faction of the teacher.

th an actual or simulated family
the student will explain one
the satisfaction of the teacher.

After discussions, readings, filmstrip viewing, give studen
typical conflict situations. Have students play the part o
of the family members in conflict. When the situation has
gotten to a stand-still, have students switch roles and tak
the part of the other family member. Have other students
try to come up with solutions to the conflict.

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New Readers Press: Be Informed, Unit 12: Marriage
FR: Family Life
Fearon: The Young American Series, Book I, In Your Family
Merrill: Patterns of Life: Human Growth and Development,
Unit 5
SVE: Family Problems (filmstrips)
Mayfex: Facing Life

Senior High Social - 18 - Knows how to budget money (See SA(M)4)

SS18.1 The student will make a weekly budget based on his income, to the teacher's satisfaction.

SS18.2 Given a set income, the student will plan a budget for a family and include all necessary budget items to the satisfaction of the teacher.

SS18.3 Given budgets which need to be amended due to decrease in pay, arrival of a baby, increase in rent, etc., the student will revise the budget to compensate for the changes to the teacher's satisfaction.

Have students budget points e
Use hypothetical or actual ea
weekly budgets.
Have two or three teams of st
amend the family budget. Com
completness and realism.

- - - - - - - - - - - - - - - - -

New Readers Press: Be Informe
FR:The Using Money Series, Bo
Saving; Family Life
Coronet: It's Your Money (cas

18 - Knows how to budget money (See SA(M)4)

ill make a weekly budget based on
acher's satisfaction.

ncome, the student will plan a budget
ude all necessary budget items to
he teacher.

which need to be amended due to
val of a baby, increase in rent, etc.,
se the budget to compensate for the
r's satisfaction.

Have students budget points earned for free time.
Use hypothetical or actual earnings for students to make weekly budgets.
Have two or three teams of students make up a family budget amend the family budget. Compare the three budgets for completness and realism.

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New Readers Press: Be Informed: Unit 12: Marriage
FR: The Using Money Series, Book IV, Earning, Spending, and Saving; Family Life
Coronet: It's Your Money (cassettes)

SC
SE
SE

Senior High Social - 19 - Knows the basic needs in setting up housekeeping (See also SC11)

SS19.1 The student will name 5 factors to consider when selecting a house or apartment. e.g. cost, number of rooms, whether furnished, condition of the home, location (neighborhood, nearness to work, etc.), if utilities are included in rent, etc.

SS19.2 Following a unit on family financing and family security, the student will name the major prerequisite to buying a home. i.e. a certainty of income and of work.

SS19.3 Given the following information about a family and a newspaper containing ads for rentals or sales, the student will select an appropriate home to the teacher's satisfaction: size of family, salary, location of work, ages of family members, whether they have furniture, etc.

SS19.4 The student will define or describe the following terms as they relate to renting a house or apartment to the teacher's satisfaction: lease, cleaning fee, breakage deposit, first and last month rent in advance.

SS19.5 The student will define the term "utilities" to the teacher's satisfaction.

SS19.6 Given sample rent and sample monthly utility bills, the student will compute the monthly cost of rented housing with 90% accuracy.

Following discussions, reading
give the students hypothetical
select a home or apartment, fi
and compare their selections.
of these situations and the di
Invite a landlord to talk to t
point of view (why he charges
breakage deposits, cleaning fe

- - - - - - - - - - - - - - - - -

New Readers Press: Be Informed
6: Renting

FR: Family Life
Macmillan: Management of the M

537

9 - Knows the basic needs in setting up housekeeping (See also SC11)

ill name 5 factors to consider when
partment. e.g. cost, number of
ed, condition of the home, loca-
earness to work, etc.), if utilities
etc.

it on family financing and family
will name the major prerequisite
a certainty of income and of work.

lowing information about a family
ning ads for rentals or sales, the
appropriate home to the teacher's
family, salary, location of
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ll define or describe the following
o renting a house or apartment to
tion: lease, cleaning fee, breakage
t month rent in advance.

ll define the term "utilities" to
tion.

ent and sample monthly utility bills,
te the monthly cost of rented
acy.

Following discussions, readings, filmstrip viewing, etc. give the students hypothetical family situations. Have them select a home or apartment, figure the total monthly cost and compare their selections. Make a bulletin board display of these situations and the different housing choices. Invite a landlord to talk to the class about the landlord's point of view (why he charges first and last month's rent, breakage deposits, cleaning fees, etc.)

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New Readers Press: Be Informed, Unit 4: Buying a Home; Unit 6: Renting a Home.

FR: Family Life

Macmillan: Management of the Modern Home

SO
SE
SE

Senior High Social - 20 - Can plan house furnishings

SS20.1 Following instruction on buying furniture for a home, the student will state the basic major appliances and furniture needed with 90% accuracy.

SS20.2 Following class discussions and home inventories, the student will list items other than major appliances and furniture needed to furnish a home or apartment, such as small appliances, eating utensils, cooking utensils, linens, etc. with 90% accuracy.

SS20.3 Given store catalogs, newspapers, and/or visits to stores, and given the list previously prepared of all home furnishings, the student will compute the cost of furnishing a home or apartment with all new furnishings.

SS20.4 Given the total cost of furnishing an apartment or house with all new furnishings, the student will name at least three ways to lessen the cost of the furnishings, with the help of the teacher as needed. e.g. making some items, asking relatives for cast-offs, buying used furniture, etc.

SS20.5 Given brochures or pamphlets of appliances (stoves, radios, irons, etc.) with the name brands, like Hot Point, G.E., Zenith, etc., the student will compare the advantages and disadvantages of each to the teacher's satisfaction.

Have students make an inventor
furnishings they have in their
Make a bulletin board display
with the students' names on th
or in groups rank order the fu
important they feel the furnis
Have students look through cat
brochures, look at ads in the
on the products, etc. to deter
well as the advantages and dis
and makes of furnishings.
Divide students into groups an
ings for a home. Compare the
furnishings.
Have students (girls particula
the furnishings they think most
descriptions of the different
of things to look for when cho
color samples or fabric swatch
Have students make and furnish
class. While making it, figur
similar to it.
Collect magazines and brochure
household furnishings (tables,

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Homemaking books; store catalog
handyman magazines; women's mag
Circle, etc.); brochures from m
zines usually have addresses);
ideas, do-it-yourself projects,
Consumers Union magazine

20 - Can plan house furnishings

truction on buying furniture for a
l state the basic major appliances
with 90% accuracy.

ss discussions and home inventories,
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to furnish a home or apartment,
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furnishings, the student will name
lessen the cost of the furnishings,
eacher as needed. e.g. making
atives for cast-offs, buying used

s or pamphlets of appliances (stoves,
ith the name brands, like Hot Point,
e student will compare the advantages
ach to the teacher's satisfaction.

Have students make an inventory of all the household furnishings they have in their homes. Compare these lists. Make a bulletin board display of the lists (not necessarily with the students' names on them). Have students individuall or in groups rank order the furnishings according to how important they feel the furnishings are.

Have students look through catalogs, visit stores, send for brochures, look at ads in the paper, read consumer informatic on the products, etc. to determine the cost and quality as well as the advantages and disadvantages of different types and makes of furnishings.

Divide students into groups and have each group select furnis ings for a home. Compare the different way the groups select furnishings.

Have students (girls particularly) make a booklet including the furnishings they think most important; pictures and descriptions of the different styles, sizes, makes; a list of things to look for when choosing that item; sample prices; color samples or fabric swatches; etc.

Have students make and furnish a doll house for the primary class. While making it, figure the cost of a real house similar to it.

Collect magazines and brochures giving directions for making household furnishings (tables, chairs, lamps, curtains, etc.)

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Homemaking books; store catalogs; decorating magazines; handyman magazines; women's magazines (Woman's Day, Family Circle, etc.); brochures from manufacturers (decorating magazines usually have addresses); Sunday newspapers for decorati ideas, do-it-yourself projects, and consumer information; Consumers Union magazine

540

SS20.6 Given a simulated situation of a specified home to be furnished with a limited amount of money, the student will select appropriate furnishings to the teacher's satisfaction.	New Readers Press: Be Informe FR: Family Life; The Using Mo Power Macmillan: Management of the Home Furnishings 7
SS20.7 The student will state the advantages and disadvantages of buying household furnishings on credit to the teacher's satisfaction. e.g. credit is convenient, can buy necessities when needed; credit sometimes leads people to buy unnecessary things, credit costs more than cash.	

Senior High Social - 21 - Develops regard for and ability in keeping homes neat, clean, an

SS21.1 The student will give three reasons for keeping homes neat, clean, and attractive to the teacher's satisfaction. e.g., home is more pleasant to be in, home and furnishings will last longer, helps maintain value of house, keeps vermin to a minimum, etc.	Discussions, readings. Have students prepare a list, chores. Then, decide which s monthly, as needed, etc. Have students practice as man or at school, as possible. - - - - - - - - - - - - - - - - - FR: The Happy Housekeepers (r work as a domestic); Do I
SS21.2 Following experience in house cleaning, the student will list all of the housekeeping chores required to keep a home neat, clean, and attractive with 80% accuracy.	
SS20.3 Given a previously prepared list of house cleaning chores, the student will describe the tools and supplies necessary for each with 100% accuracy.	
SS21.4 The student will successfully complete 90% of the chores listed in Appendix E to the satisfaction of the teacher or other supervisor.	

ated situation of a specified home a limited amount of money, the ppropriate furnishings to the n.	New Readers Press: Be Informed, Unit 14: Wise Buying FR: Family Life; The Using Money Series, Book III, Buying Power Macmillan: Management of the Modern Home; Introduction to Home Furnishings
ill state the advantages and dis- household furnishings on credit sfaction. e.g. credit is convenient, hen needed; credit sometimes leads sary things, credit costs more than	
21 - Develops regard for and ability in keeping homes neat, clean, and attractive	
ll give three reasons for keeping attractive to the teacher's satis- s more pleasant to be in, home and longer, helps maintain value of a minimum, etc.	Discussions, readings. Have students prepare a list, by room, of the house cleaning chores. Then, decide which should be done daily, weekly, monthly, as needed, etc. Have students practice as many of the chores at a private ho or at school, as possible.
rience in house cleaning, the of the housekeeping chores re- neat, clean, and attractive with	FR: The Happy Housekeepers (relates more directly with work as a domestic); Do It Yourself
usly prepared list of house cleaning ll describe the tools and supplies 100% accuracy.	
l successfully complete 90% of the ix E to the satisfaction of the isor.	

Senior High Social - 22 - Knows how to care for family clothing

SS22.1 Given labels containing washing or cleaning instructions, the student will read the labels and describe the correct procedure to the teacher's satisfaction.

SS22.2 Given a typical family laundry and access to home or laundromat washers, the girl will wash, dry (in a dryer or on a line) and fold the laundry to the teacher's or supervisor's satisfaction.

SS22.3 Given clothing requiring the following repairs, the girl student will make the necessary repairs including selecting appropriate materials, using appropriate techniques, and completing the task, to the teacher's satisfaction: replace a button, repair a hem, repair a split seam, repair a tear, replace a snap, replace a hook and eye.

SS22.4 The girl student will make a garment for herself or someone else to the teacher's satisfaction, including: selecting an appropriate size and style pattern; selecting appropriate fabrics; obtaining correct amount of fabric and notions; laying, cutting, fitting, sewing, and finishing the garment.

Bring in, or have students bri
washing or cleaning instructio
list the kind of clothing car
the reasons for the labels an
Write to laundry product comp
softener manufacturers) for i
and stain removal.
After discussions, readings,
as much actual experience as
turns bringing in family laun
take to laundromat if washer
Review appropriateness of fas
occasion, etc. before selecti
girls to fabric stores to exa
price, quality, and care. Re
suggested fabrics and look at
machine, students can practic
get feel of machine and learn
curved lines on paper for stu
a line 5/8" from the edge of

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Imperial: Fundamentals of Se
McGraw-Hill: Sewing Series (f
SVE: Learning to Use a Machin

22 - Knows how to care for family clothing

containing washing or cleaning
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procedure to the teacher's satis-

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or's satisfaction.

requiring the following repairs,
make the necessary repairs including
materials, using appropriate
ting the task, to the teacher's
a button, repair a hem, repair a
ear, replace a snap, replace a

nt will make a garment for herself
teacher's satisfaction, including:
te size and style pattern;
fabrics; obtaining correct amount
laying, cutting, fitting, sewing,
ent.

Bring in, or have students bring in, various garments with washing or cleaning instructions. Copy the labels and list the kind of clothing carrying those labels. Discuss the reasons for the labels and what they mean.
Write to laundry product companies (detergent, bleach, water softener manufacturers) for information on laundering and stain removal.
After discussions, readings, viewing filmstrips, etc., provi as much actual experience as possible. Have students take turns bringing in family laundry. Make necessary repairs an take to laundromat if washer is not available in school.
Review appropriateness of fashions to age, figure type, occasion, etc. before selecting pattern for a garment. Take girls to fabric stores to examine materials and compare for price, quality, and care. Read pattern envelopes for suggested fabrics and look at those fabrics. For sewing on machine, students can practice on paper without thread to get feel of machine and learn to control it (draw straight a curved lines on paper for students to follow; have them sew a line 5/8" from the edge of the paper; etc.)

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Imperial: Fundamentals of Sewing series (filmstrips)
McGraw-Hill: Sewing Series (filmstrips)
SVE: Learning to Use a Machine (filmstrips)

Senior High Social - 23 - Knows how to purchase, store, and prepare food (See SA(M)1, SC1,

SS23.1 The student will prepare a food menu for a week including in each day's menus the recommended number of servings from the 4 basic food groups.

SS23.2 Given a week's menu, the student will make a grocery list including all the needed food.

SS23.3 Given a general list of food items (e.g. meat, vegetables, fruit, etc.), the student will use the newspaper to determine the exact foods to be bought and the price (e.g. chicken @59¢/lb., spinach 20¢, etc.)

SS23.4 After comparing food prices in newspaper ads and/or stores over a period of several months, the student will name three factors which may effect the price of food. e.g. season, whether local or from a distance, packaging (quantity in package and amount of preparation).

SS23.5 Given a variety of canned goods, staples (sugar, flour, coffee, tea, etc.), meat, eggs, milk and other dairy products, the student will state which should be refrigerated with 100% accuracy.

SS23.6 The student will describe to the teacher's satisfaction, how the following should be stored: meat (rewrapped loosly and stored in coldest part of refrigerator or in freezer), opened cans of food (remove from can and refrigerate), bread (bread box or refrigerator), potatoes (cool, dark place), cooked food (refrigerated in appropriate containers).

Have each student make a char
groups and examples of each f
then individuals, make buleti
booklet including the followi
week; the food needed for tha
it will be purchased and the
stored until used; how any le
how long the food can be stor
over a period of time and rep
menus of the different groups

After looking at and listing
girls make an inventory of th
at home and rank order the it
think are most essential.

Have the class prepare a brea
school (the dinner could be a
students inviting a friend).
cold lunches for the faculty,
supplies. If complete cookin
in the school, occasional coo
with the use of ice chests to
hot plates, broiler-toaster o
electricity is adequate). Co
planning, shopping, figuring
serving, cleaning up, etc.

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Basic cookbooks (e.g. Betty C
Home Economics books, women's
leaflets from Home Economics

23 - Knows how to purchase, store, and prepare food (See SA(M)1, SC1, SC2)

ill prepare a food menu for a week
's menus the recommended number
4 basic food groups.

s menu, the student will make a
g all the needed food.

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udent will state which should
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ll describe to the teacher's
following should be stored:
and stored in coldest part of
ezer), opened cans of food
efrigerate), bread (bread box
toes (cool, dark place),
ted in appropriate containers).

Have each student make a chart of the four basic food groups and examples of each for reference. Have first group then individuals, make buletin board display, poster, or booklet including the following: the complete menu for a week; the food needed for that menu; the place from which it will be purchased and the price; how each item will be stored until used; how any left over food will be stored; how long the food can be stored. Spread this activity over a period of time and repeat several times. Compare the menus of the different groups or individuals.

After looking at and listing kitchen equipment, have the girls make an inventory of the kitchen equipment they have at home and rank order the items according to which they think are most essential.

Have the class prepare a breakfast, lunch, and dinner in school (the dinner could be a social event as well, with students inviting a friend). If possible, have them prepare cold lunches for the faculty, charging enough to replenish supplies. If complete cooking facilities are not available in the school, occasional cooking projects can be undertaken with the use of ice chests to keep food cold; electric skill hot plates, broiler-toaster ovens, etc. (Check to see that electricity is adequate). Cooking projects should include planning, shopping, figuring costs/serving, reading recipes, serving, cleaning up, etc.

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Basic cookbooks (e.g. Betty Crocker, Better Homes & Gardens), Home Economics books, women's magazines, newspapers, leaflets from Home Economics Agent

SS23.7 Given a chart showing length of time various foods can be stored, the student will state the storage time for any food requested by the teacher with 100% accuracy.

SS23.8 Given written cooking terms (see Appendix A) Vocationally Related Words: Food Service and Cooking Terms), the student will read and describe or define the meaning of 90% of the terms.

SS23.9 Shown the following small kitchen equipment, the girl will identify and describe the use of 20 of them: measuring cups, measuring spoons, potato masher, beater, sifter, grater, rolling pin, cake rack, vegetable brush, vegetable peeler or parer, can opener, pastry blender, seive, colander, pancake turner, spatula, muffin pan, cake pans, pie pans, cookie sheet, loaf pan, casserole, double boiler, roasting pan, skillet, saucepan.

SS23.10 Under supervision, the girl will prepare one meat recipe, one fish recipe, one egg recipe, two starch recipes (potatoes, rice, noodles, etc.), two cooked vegetable recipes, two salads, one baked dessert, one fruit dessert, one bread or biscut.

SS23.11 Given ten seasonings, the girl student will name two dishes in which each could be used, to the teacher's satisfaction.

McGraw-Hill: Food Preparati
Fearon: Young Homemakers at
and Shopping, Getti
Young Homemaker's C
Macmillan: Family Meals and

rt showing length of time various , the student will state the storage equested by the teacher with 100%	McGraw-Hill: Food Preparation Series (8mm loops) Fearon: Young Homemakers at Work Series (Planning Meals and Shopping, Getting Ready to Cook, and The Young Homemaker's Cookbook) Macmillan: Family Meals and Hospitality
en cooking terms (see Appendix A) d Words: Food Service and Cooking Terms), ad and describe or define the meaning .	
ollowing small kitchen equipment, the and describe the use of 20 of them: suring spoons, potato masher, beater, lling pin, cake rack, vegetable brush, parer, can opener, pastry blender, ncake turner, spatula, muffin pan, , cookie sheet, loaf pan, casserole, ting pan, skillet, saucepan.	
rvision, the girl will prepare one sh recipe, one egg recipe, two starch rice, noodles, etc.), two cooked two salads, one baked dessert, one bread or biscut.	
seasonings, the girl student will name each could be used, to the teacher's	

SS24.1 When asked why men and women date, the student will explain to the satisfaction of the teacher that dating is a time of exploration for a more permanent mate.

SS24.2 When asked why men and women marry, the student will state companionship and provision for children as two primary reasons for marriage.

SS24.3 When presented with actual or simulated situations in which the motivation for marriage is the subject, the student will state whether the reason for marriage is a "good" or "bad" reason to the satisfaction of the teacher.

Following discussions, readi
ask a marriage counselor to
in his talk, some of the poo

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New Readers Press: Be Inform
SVE: Being Responsible About
FR: Family Life
Merrill: Patterns of Life: H
Units 3 and 4

549

24 - Understands reasons for marriage

hy men and women date, the student satisfaction of the teacher that exploration for a more permanent mate.

hy men and women marry, the student ship and provision for children as for marriage.

ed with actual or simulated situations ion for marriage is the subject, the hether the reason for marriage is a on to the satisfaction of the teacher.

549

Following discussions, readings, viewing of filmstrips, ask a marriage counselor to address the class and include in his talk, some of the poor reasons for getting married.

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New Readers Press: Be Informed, Unit 12: Marriage
SVE: Being Responsible About Sex and Love series (filmstrip
FR: Family Life
Merrill: Patterns of Life: Human Growth and Development
Units 3 and 4

550

Senior High Social - 25 - Understands pregnancy and planned parenthood

SS25.1 The student will describe the process of conception to the satisfaction of the teacher.

SS25.2 The student will describe the development of the fetus to the teacher's satisfaction.

SS25.3 The student will explain the term "planned parenthood" to the satisfaction of the teacher.

SS25.4 The student will define and differentiate between the following terms: birth control, contraception, and abortion.

SS25.5 The student will name 3 community agencies that will be of assistance to anyone needing information on planned parenthood and/or pregnancy.

Following discussions, readings
filmstrips, visit the county he
county health nurse and/or doct

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New Readers Press: Planning You
Pregnancy; Unwed Mo
Merrill: Patterns of Life: Huma
Planning to be a Pa
SVE: Growing Up, from Childhood

SOCIAL COMPETENCIES
SENIOR HIGH
SELF IN THE FAMILY

5 - Understands pregnancy and planned parenthood

ll describe the process of conception the teacher.	Following discussions, readings, and viewing of films or filmstrips, visit the county health department or have the county health nurse and/or doctor visit the class.
ll describe the development of the satisfaction.	- New Readers Press: Planning Your Family; Conception and Pregnancy; Unwed Mother Merrill: Patterns of Life: Human Growth and Development, Ch. Planning to be a Parent SVE: Growing Up, from Childhood to Maturity (filmstrips)
ll explain the term "planned isfaction of the teacher.	
ll define and differentiate between irth control, contraception, and	
ll name 3 community agencies that to anyone needing information on /or pregnancy.	

Senior High Social - 26 - Knows importance and nature of proper pre-natal, infant, and chil

SS26.1 The student will describe the symptoms of pregnancy to the satisfaction of the teacher.

SS26.2 The student will name 2 places where one can obtain a pregnancy test.

SS26.3 The student will explain to the teacher's satisfaction why a doctor's care is essential during pregnancy.

SS26.4 When presented with two sample diet plans for a pregnant woman, one of which is good and one of which is poor, the student will select the good diet with 100% accuracy.

SS26.5 The student will describe to the teacher's satisfaction, the major elements of a good diet during pregnancy.

SS26.6 The student will explain to the teacher's satisfaction the term miscarriage.

SS26.7 The student will explain what period of the pregnancy is most crucial concerning miscarriage and why, to the satisfaction of the teacher.

SS26.8 The student will define the term labor and describe the signs of labor to the satisfaction of the teacher.

Discussions, readings, viewing
visits to or by a doctor or th
or school nurse.

Have students "feed" and "bath

After listing guidelines for t
at stores or in catalogs and c
and safe toys for given age le

Give girls a loose leaf binder
SS20 and SS22. Have them add
infant, and child care. e.g.,
to go for pregnancy test, good
feeding of infant and child's

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SVE: Having a Baby (filmstrip
FR: Family Life
McGraw-Hill: Child Care and De
Infant Care and D
New Readers Press: Preventing
a Baby Series (Co
Prenatal Care, Gi

553

6 - Knows importance and nature of proper pre-natal, infant, and child care

ll describe the symptoms of preg-
ion of the teacher.

ll name 2 places where one can
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ll explain to the teacher's
tor's care is essential during

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of which is good and one of which
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ments of a good diet during

ll explain to the teacher's
miscarriage.

ll explain what period of the
ial concerning miscarriage and
on of the teacher.

ll define the term labor and describe
the satisfaction of the teacher.

Discussions, readings, viewing films and/or filmstrips, visits to or by a doctor or the county health department or school nurse.

Have students "feed" and "bathe" a baby doll.

After listing guidelines for toy selection, look at toys at stores or in catalogs and choose the most appropriate and safe toys for given age levels.

Give girls a loose leaf binder for their booklets for SS20 and SS22. Have them add information on pre-natal, infant, and child care. e.g., symptoms of pregnancy, places to go for pregnancy test, good diet, preparation and feeding of infant and child's food, appropriate toys, etc.

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SVE: Having a Baby (filmstrip)
FR: Family Life
McGraw-Hill: Child Care and Development Series (filmstrips);
Infant Care and Development Series (filmstrips)
New Readers Press: Preventing Mental Retardation; Having a Baby Series (Conception and Pregnancy, Prenatal Care, Giving Birth, The First Six Weeks

SS26.9 The student will explain the proper way to feed an infant to the satisfaction of the teacher.

SS26.10 The student will demonstrate his knowledge of the feeding program of a child from milk to solid table food through correct response to multiple choice questions, charts, simulated situations, or listing to the satisfaction of the teacher.

SS26.11 The student will demonstrate how to bathe an infant to the satisfaction of the teacher.

SS26.12 The student will describe guidelines for selecting children's toys to the satisfaction of the teacher.

SS26.13 Presented with a list of developmental stages, such as sitting, crawling, walking, talking, etc. and a list of ages when these should normally occur, the student will match appropriate stages with the age groups with 90% accuracy.

SS26.14 Presented with a list of good and bad rules for dealing with behavior of children, the student will indicate which are good rules with 90% accuracy.

SS26.15 The student will name 3 common childhood diseases and describe their symptoms to the satisfaction of the teacher (refer to the section on communicable diseases).

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sfaction of the teacher.

will demonstrate his knowledge of
f a child from milk to solid table
response to multiple choice questions,
uations, or listing to the satis-
r.

will demonstrate how to bathe an
ction of the teacher.

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o the satisfaction of the teacher.

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ling, walking, talking, etc. and
hese should normally occur, the
propriate stages with the age
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will name 3 common childhood
their symptoms to the satisfaction
to the section on communicable

TERMINAL OBJECTIVE

The EMR learner will demonstrate respect for the responsibilities of good citizenship. He wil knowledge of community services such that he can live independetly in society.

Senior High School and community - 27 - Demonstrates proper conduct towards members of the co

SS27.1 The student will describe community membership to the teacher's satisfaction. e.g. those living in his town make up the community membership.	Ealing Corporation Filmloops
SS27.2 The student will describe proper conduct toward community members to the teacher's satisfaction. e.g. attentiveness, respect, courtesy.	
SS27.3 During units in which a resource person is invited into the class, the student will demonstrate proper conduct 100% of the time.	
SS27.4 During class field trips, the student will exhibit proper conduct to those he comes in contact with 100% accuracy.	558

557

TERMINAL OBJECTIVE

onstrate respect for the responsibilities of good citizenship. He will have sufficient ervices such that he can live independetly in society.

ommunity - 27 - Demonstrates proper conduct towards members of the community

describe community membership ction. e.g. those living in his ty membership.	Ealing Corporation Filmloops	The Cheat The Thief The Cashier's Mistake The Damaged Book Ganging Up 558
describe proper conduct toward teacher's satisfaction. e.g. courtesy.		
hich a resource person is invited lent will demonstrate proper .		
d trips, the student will o those he comes in contact with 557		

Senior High School and Community - 28 - Benefits from participation in school and community

SS28.1 The student will become actively involved in 2 school functions during the year stating what they are, what he is contributing to their activities, and what he is learning from them, to the teacher's satisfaction. e.g. sports, money drives, school upkeep, cafeterial aide.

SS28.2 During the school year, the student will show that he has participated in 3 community functions by stating what each activity was, what his contribution was to each, and the benefits and knowledge gained by his participation in each to the teacher's satisfaction, e.g. Scouts, Volunteer work for convalescent homes, and hospitals, community upkeep etc.

Community - 28 - Benefits from participation in school and community functions

become actively involved in 2
the year stating what they are,
to their activities, and what
, to the teacher's satisfaction.
s, school upkeep, cafeterial aide.

year, the student will show
in 3 community functions by
ty was, what his contribution
efits and knowledge gained
each to the teacher's
s, Volunteer work for convalescent
mmunity upkeep etc.

Senior High School and Community - 29 - Understands the cost of maintenance and of damaged or
(See SC4, SC5)

SS29.1 Given several small objects such as a watch, iron, record player, cassette player, guitar, etc., the student will give the approximate value of new and/or used object to the teacher's satisfaction.	See Appendix B for The Price See also SC4 and SC5 for othe to find out the cost of repla When something in the classr guess the cost of repair or been done or estimated by th pare with student's estimati
SS29.2 Given a situation where an object was broken or damaged, the student will assess the damage and state the approximate cost of repairing or replacing the object to the teacher's satisfaction.	
SS29.3 Given a situation in which the student has possession of a lawn mower, motorcycle, household appliances, etc., he will estimate the cost of upkeep of the object to the teacher's satisfaction.	
SS29.4 Given a situation in which the student damaged or destroyed property other than his own, he will state approximate cost of repair or replacement to the teacher's satisfaction.	

ommunity - 29 - Understands the cost of maintenance and of damaged or destroyed property
(See SC4, SC5)

ll objects such as a watch, iron, player, guitar, etc., the student e value of new and/or used object ction.	See Appendix B for The Price is Right See also SC4 and SC5 for other activities. Call the city to find out the cost of replacing street lights, etc. When something in the classroom is broken, have students guess the cost of repair or replacement. After repair has been done or estimated by the maintenance department, compare with student's estimation.
where an object was broken or ll assess the damage and state repairing or replacing the satisfaction.	
n in which the student has wer, motorcycle, household ll estimate the cost of upkeep of the satisfaction.	
n in which the student damaged or r than his own, he will state approximate cement to the teacher's satisfaction.	

SS29.5 With the help of resource people, newspaper or magazine articles, radio or T.V. ads, the student will find out how much it costs to repair or replace one item of public or private property often damaged by carelessness or abuse. e.g. repainting rest room walls, picking up litter from highways, replacing a store window, replanting lawns or shrubbery, replacing street lights, replacing street signs, etc.

resource people, newspaper or
io or T.V. ads, the student will find
o repair or replace one item of public
en damaged by carelessness or abuse.
om walls, picking up litter from
tore window, replanting lawns or
reet lights, replacing street signs, etc.

Senior High School and Community - 30 - Understands the emergency procedures in his place of

SS30.1 During on the job training, the student will state the location of fire exits, first aids stations, and procedures in reporting an accident on the job to the teacher's satisfaction.	Have students draw floor pl ment showing fire exits and visiting job sites, ask stu
SS30.2 After visiting two places of employment in his community, the student will describe the location of emergency exits to the satisfaction of the teacher.	
SS30.3 The student will name the person from whom to learn the emergency procedures in a new job to the teacher's satisfaction.	

ommunity - 30 - Understands the emergency procedures in his place of employment

training, the student will state its, first aids stations, and an accident on the job to the	Have students draw floor plans of their places of employment showing fire exits and first aid stations. After visiting job sites, ask students where fire exits were.
o places of employment in his ill describe the location of atisfaction of the teacher.	
name the person from whom to learn in a new job to the teacher's	

565

566

Senior High School and Community - 31 - Participates in the planning and carrying out of orga

SS31.1 Given the opportunity to plan a class activity, the student will help organize the activity and carry out his plans with a group to the teacher's satisfaction.	When going on field trips gi responsibility for planning trip. For example if going and organize the food, one p recreation, one plan clean-u Have students take reponsibi bulletin boards, craft proje

Senior High School and Community - 32 - Knows the reasons for organizations, committees, and

SS32.1 The student will state at least three reasons for having organizations, groups, and committees to the teacher's satisfaction. e.g. efficiency, total participation, enjoyment, more personal attention, etc.	

SOCIAL COMPETENCIES
SENIOR HIGH
SCHOOL AND COMMUNITY

Community - 31 - Participates in the planning and carrying out of organized group activities.

unity to plan a class activity, the ize the activity and carry out his he teacher's satisfaction.	When going on field trips give individual students responsibility for planning particular segments of the trip. For example if going on a picnic, let one student p and organize the food, one plan and organize games or othe recreation, one plan clean-up duties, etc. Have students take reponsibility for planning class partie bulletin boards, craft projects, cooking projects, etc.

Community - 32 - Knows the reasons for organizations, committees, and other gorups.

state at least three reasons for oups, and committees to the teacher's iciency, total participation, enjoy- ention, etc. 567	568

Senior High School and Community - 33 - Is able to choose friends wisely and keep them

SS33.1 Given the opportunity to choose friends, the student will make "Wise" choice based on teacher's judgement.

SS33.2 Having chosen a friend or friends, the student will state at least two positive reasons for continuing the friendships to the teacher's satisfaction.

SS33.3 The student will state two ways to keep friends to the teacher's satisfaction.

Senior High School and Community - 34 - Makes and accepts apologies graciously

SS34.1 In simulated situations, the student will make or accept an apology at the appropriate time doing so courteously and graciously to the teacher's satisfaction 100% of the time.

SS34.2 In real situations requiring making of accepting apologies, the student will do so graciously without being reminded, 80% of the time observed by the teacher.

Community - 33 - Is able to choose friends wisely and keep them

unity to choose friends, the student based on teacher's judgement.	
friend or friends, the student will tive reasons for continuing the her's satisfaction.	
state two ways to keep friends to the	

Community - 34 - Makes and accepts apologies graciously

tuations, the student will make or accept opriate time doing so courteously and her's satisfaction 100% of the time.	
ons requiring making of accepting apologies, graciously without being reminded, ed by the teacher. 569	570

Senior High School and Community - 35 - Knows where and how to obtain various services

SS35.1 Given 10 simulated situations in which the student must obtain service (e.g. electricity, phone, fuel, water, sewage, hospital, police, fire, legal advice, automotive, etc.), he will complete 8 of the simulated procedures with 100% accuracy.	Incorporate this into a t problem situations on car and using the telephone d service.

d Community - 35 - Knows where and how to obtain various services

ated situations in which the student must electricity, phone, fuel, water, sewage, e, legal advice, automotive, etc.) he e simulated procedures with 100% accuracy.	Incorporate this into a telephone activity. Write problem situations on cards. Have students draw a car and using the telephone directory, call the appropriat service.

Senior High School and Community - 36 - Knows procedures of traveling by public transportati

SS36.1 The student will state the local public transportation available in his community and describe how to use it with 100% accuracy.	Collect actual bus, train them up if actual ones ar student the task of planni must go and what time he
SS36.2 Given a simulated situation requiring long distance transportation, the student will plan the trip by any convenient means of transportation including figuring the cost, to the teacher's satisfaction.	

Senior High School and Community - 37 - Demonstrates independent ability for planning and tr
emphasizing private vehicle

SS37.1 Given real or simulated situations in which he must be transported (e.g. going to work, attending a community function, etc.), the student will describe the most realistic and economic way of traveling to the teacher's satisfaction.	
SS37.2 Given situations in which he needs to transport goods (groceries, moving furniture, etc.), the student will describe the most realistic and economical means for transporting his goods to the teacher's satisfaction.	

Community - 36 - Knows procedures of traveling by public transportation

state the local public transportation ity and describe how to use it with	Collect actual bus, train, and airplane schedules. Make them up if actual ones are not available. Give each student the task of planning a trip. Tell him where he must go and what time he must be there.
ed situation requiring long distance dent will plan the trip by any nsportation including figuring the satisfaction.	

Community - 37 - Demonstrates independent ability for planning and transporting self and goods emphasizing private vehicle

imulated situations in which he must be to work, attending a community function, describe the most realistic and economic teacher's satisfaction.	
in which he needs to transport goods niture, etc.), the student will describe economical means for transporting his satisfaction.	

Senior High School and Community - 38 - Understands the basic purpose and functions of local,
government and the method of selecting public officia

SS38.1 The student can state at least two purposes and/or functions each of local, state, and federal government to the teacher's satisfaction.

SS38.2 At the time of an actual local, state, or national election, the student will name the candidates for each office with 100% accuracy.

Review why government is n
that are too big and costl
it makes decisions that af
Make a bulletin board at e
(from newspapers) of the c
seeking, whether the offic
etc. Have students bring
As the election is finishe
it in a class scrapbook.

Fearon, Young American Ser
In Your County, Know Your

Community - 38 - Understands the basic purpose and functions of local, state, and federal government and the method of selecting public officials

state at least two purposes and/or
, state, and federal government to
ion.

n actual local, state, or national
ill name the candidates for each office

Review why government is necessary i.e. it perfoms servi
that are too big and costly for individuals to perform,
it makes decisions that affect all people, etc.
Make a bulletin board at election time showing pictures
(from newspapers) of the candidates, what office they ar
seeking, whether the office is local, state, or federal,
etc. Have students bring in clippings to add to the disp
As the election is finished take down display and include
it in a class scrapbook. (See Appendix B)

Fearon, Young American Series, In your State, In Your County, Know Your Rights

Senior High School and Community - 39 - Knows the duties performed by public officials

SS39.1 The student will state one duty performed by six local public officials with 100% accuracy. e.g. school superintendent, sheriff, city commissioner and/or mayor, tax collector, county commissioner, school board, judge, court clerk.

SS39.2 The student will state one duty performed by 3 state public officials with 100% accuracy.

SS39.3 The student will state one duty performed by 3 national public officials with 100% accuracy.

During election time, disc
that is under contention.
talk to the class about th
on the visit in the scrapb

Fearon, Young American Ser
In Your County, Know Your

ommunity - 39 - Knows the duties performed by public officials

state one duty performed by six local 0% accuracy. e.g. school superinten- issioner and/or mayor, tax collector, ool board, judge, court clerk.

state one duty performed by 3 state 0% accuracy.

state one duty performed by 3 national 0% accuracy.

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During election time, discuss the duties of each office that is under contention. Invite local officials to talk to the class about their duties. Include a report on the visit in the scrapbook. (See Appendix B)

Fearon, Young American Series, In Your State, In Your County, Know Your Rights

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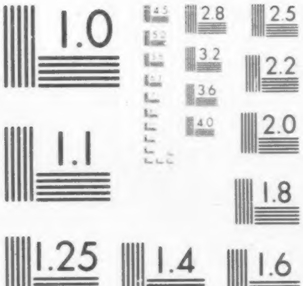
Senior High School and Community - 40 - Understands the rights and responsibilities of citize

SS40.1 The student will state two voter qualifications with 100% accuracy. e.g. 18 years old, resident of state.	Foster the atmosphere in t act of voting is respected students vote on matters o Be sure there is some acti
SS40.2 The student will state two characteristics of a "good" or "bad" citizen to the teacher's satisfaction.	Fearon, Young American Ser Know Your Rights
SS40.3 The student will explain to the teacher's satisfaction how voting is both a right and a responsibility.	


1.0
4.5
5.0
5.6
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

ommunity - 40 - Understands the rights and responsibilities of citizens, including voting

state two voter qualifications with years old, resident of state.

state two characteristics of a "good" teacher's satisfaction.

explain to the teacher's satisfaction ht and a responsibility.

Foster the atmosphere in the classroom in which the act of voting is respected and enjoyed by letting students vote on matters of particular interest to them. Be sure there is some action as a result of the vote.

- -

Fearon, Young American Series, In your State, In Your Cou
Know Your Rights

Senior High School and Community - 41 - Can assume a role of authority when the situation de	
SR41.1 Placed in a hypothetical situation such as care of children, teaching a new employee what needs to be done, etc., the student will exhibit the necessary degree of authority to the teacher's satisfaction.	
Senior High School and Community - 42 - Recognizes and understands his cultural background	
SS42.1 Given several examples of cultural practices, the student will identify the one most closely associated with his own, to the teacher's satisfaction.	See the Junior High level
SS42.2 Given several examples of different cultural practices, the student will explain to the teacher's satisfaction why these differences may occur, e.g. differences in foods due to different agricultural products, differences in dress due to occupation and weather, etc.	

Community - 41 - Can assume a role of authority when the situation demands it

othetical situation such as care of w employee what needs to be done, exhibit the necessary degree of r's satisfaction.	

Community - 42 - Recognizes and understands his cultural background

amples of cultural practices, the he one most closely associated with 's satisfaction.	See the Junior High level for ideas in this area.
amples of different cultural practices, n to the teacher's satisfaction why ccur, e.g. differences in foods due to products, differences in dress due to etc.	

Senior High School and Community - 43 - Has a working knowledge of the community in which he
importance of keeping his home and the community prop

SS43.1 Given a list of businesses and services, the student will state which are available in his community with 90% accuracy.

SS43.2 The student will correctly state one positive reason for keeping his home and community properly maintained.

SOCIAL COMPETENCIES
SENIOR HIGH
SCHOOL AND COMMUNITY

ommunity - 43 - Has a working knowledge of the community in which he lives, understands the importance of keeping his home and the community properly maintained

usinesses and services, the student ilable in his community with 90%	
correctly state one positive reason community properly maintained.	

583

584

Senior High School and Community - 44 - Knows physical geography of community with respect to

SS44.1 Given maps of the county, state, and nation, the student will correctly identify each with 100% accuracy.	Display a world map, U.S. ma and a city map. Laminate th point out important places. planning trips, map reading
SS44.2 Given a map of the world, the student will identify the U.S. with 100% accuracy.	
SS44.3 Given a map of the U.S., the student will identify Florida with 100% accuracy.	
SS44.4 Given a map of Florida, the student will identify his county with 100% accuracy.	
SS44.5 Given a map of Florida, the student will identify his community with 100% accuracy.	

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586

ommunity - 44 - Knows physical geography of community with respect to county, state and nation.

county, state, and nation, the dentify each with 100% accuracy.	Display a world map, U.S. map, Florida map, a county map, and a city map. Laminate them if possible. Have students point out important places. These maps are also good for planning trips, map reading skills, etc.
e world, the student will identify the	
e U.S., the student will identify cy.	
orida, the student will identify his y.	
orida, the student will identify his racy.	

Senior High School and Community - 45 - Knows proper emergency procedures for fire, storm, ci
accidents, heavy construction, machinery accidents

SS45.1 Given real or simulated emergency situations, the student will state to the satisfaction of the teacher the emergency procedures for fire, storm, civil defense, farm accidents heavy construction, machinery accidents and accidents in the home.

Senior High School and Community - 46 - Develops the ability to percieve danger in situations

SS46.1 Given a variety of simulated situations in which danger is imminent, the student will state the impending disaster and means to avoid it or lessen its damage to the teacher's satisfaction. e.g. hurrican warning; impending conditions; unsafe behavior around water, machinery, sharp instruments, etc.

Community - 45 - Knows proper emergency procedures for fire, storm, civil defense, farm accidents, heavy construction, machinery accidents

mulated emergency situations, the he satisfaction of the teacher the r fire, storm, civil defense, farm ction, machinery accidents and	

Community - 46 - Develops the ability to percieve danger **in** situations

of simulated situations in which student will state the impending void it or lessen its damage to the e.g. hurrican warning; impending vior around water, machinery, sharp	

PHYSICAL SKILLS

GOAL

Upon completion of the EMR program the learner shall demonstrate a level of physical f
maximum physical involvement on the job, in the community, and at home.

TERMINAL OBJECTIVE

The EMR learner will demonstrate a knowledge of his body's function and will maintain
order to meet his personal, social, and vocational requirements.

Senior High Physical 1 - Understands the major body parts and functions of a mature body.

SP1.1 The student will describe the functions of the major parts of the body. e.g., the heart pumps blood, the bones provide support, the lungs are for respiration, the muscles provide control, stomach and intestines provide digestion, and reproductive organs are for the purpose of reproducing, etc., to the teacher's satisfaction.	Point out body parts on pictur imagine what would happen if w (e.g., compare to an animal wi - - - - - - - - - - - - - - - - - Fearon: Boys and Girls Growing SVE: Human Physiology Series Hubbard: Me Now

Senior High Physical - 2 - Evidences a sufficient degree of physical fitness necessary to m
emergency situations at work and at home.

SP2.1 The student will participate in normal school activities, including sports and games without excessive fatigue to the teacher's satisfaction.	Observe and have physical educ student appears to become over diet, rest, and exercise; and

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GOAL

of the EMR program the learner shall demonstrate a level of physical fitness that will allow for lvement on the job, in the community, and at home.

TERMINAL OBJECTIVE

will demonstrate a knowledge of his body's function and will maintain adequate physical fitness in sonal, social, and vocational requirements.

- 1 - Understands the major body parts and functions of a mature body.	
ll describe the functions of the dy. e.g., the heart pumps blood, the , the lungs are for respiration, the ol, stomach and intestines provide uctive organs are for the purpose of the teacher's satisfaction.	Point out body parts on pictures or diagrams. Have students imagine what would happen if we did not have these parts (e.g., compare to an animal without a backbone) - Fearon: Boys and Girls Growing Up SVE: Human Physiology Series Hubbard: Me Now
- 2 - Evidences a sufficient degree of physical fitness necessary to meet daily requirements and emergency situations at work and at home.	
participate in normal school sports and games without excessive r's satisfaction. 590	Observe and have physical education teacher observe. If student appears to become over fatigued, work with him on diet, rest, and exercise; and encourage medical check-up. 591

Senior High Physical - 3 - Maintains good posture

SP3.1 The student will continue to maintain good posture to the teacher's satisfaction, while standing, walking, or sitting.	Take photographs of students w Compare with illustrations of exercises to improve posture (for suggested exercises)

Senior High Physical - 4 - Demonstrates proficiency in motor skills particular to specific

SP4.1 The student will demonstrate proficiency in motor skills required for at least one specific vocation to the teacher's satisfaction. See Appendix D.	Do task analyses for job activ student's general characterist student while doing these acti skills needing further refinem related to the job activity to

- 3 - Maintains good posture	
ll continue to maintain good r's satisfaction, while standing,	Take photographs of students while sitting and standing. Compare with illustrations of correct posture. Do quick exercises to improve posture (see Physical Education Manuals for suggested exercises)
- 4 - Demonstrates proficiency in motor skills particular to specific vocation	
ll demonstrate proficiency in motor t least one specific vocation to the n. See Appendix D.	Do task analyses for job activities which appear to meet the student's general characteristics and interests. Observe th student while doing these activities to determine specific skills needing further refinement. Select activities closel related to the job activity to develop these skills.

TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in the recreational skills of arts and crafts,
organized sports such that he may make profitable use of leisure time.

SP5.1 The student will state the following information about 5 different sports: (1) a general description or objective of the sport, (2) the number of players or teams, (3) the method of scoring, (4) some of the major or most common rules of the sport (two to five rules depending upon the sport)

SP5.2 Following observation of a sport, the student will demonstrate some understanding of the sport by participating in a discussion of the game or match to the teacher's satisfaction.

SP5.3 Following nationally or internationally known competitions (college bowl games, major league baseball, football, or basketball games, professional or amateur tennis matches, major auto races, etc.), the student will name the winner and state the score or time of 5 such competitions using the newspaper if needed.

SP5.4 During actual participation in sports at school, the student will have sufficient understanding of at least five sports so that he can play without disrupting the game to the teacher's satisfaction.

Combine with current events an
stories of famous athletes. F
television, and newspapers. W
Make scrapbooks, bulletin boar
description, objective, number
rules, well known professional
clippings from the newspapers
Use sport related words for sp
on game boards, etc.
Use sport related numbers for
players on teams, prices of ti
Keep a large chart of students
sports, major league baseball,
opponents and results. Have s
listen to radio for latest sco
Have students knowledgable in
to help other students learn t
in season. e.g. for football,
and goal lines; make cards wit
(use different colors for kick

TERMINAL OBJECTIVE

emonstrate proficiency in the recreational skills of arts and crafts, drama, games, and that he may make profitable use of leisure time.

l state the following information ts: (1) a general description or , (2) the number of players or teams, ing, (4) some of the major or most ort (two to five rules depending

vation of a sport, the student will standing of the sport by partici- of the game or match to the .

nally or internationally known bowl games, major league baseball, l games, professional or amateur auto races, etc.), the student nd state the score or time of 5 g the newspaper if needed.

articipation in sports at school, sufficient understanding of at least can play without disrupting the satisfaction.

Combine with current events and language activities. Read stories of famous athletes. Follow some sports on radio, television, and newspapers. Write letters to famous athletes Make scrapbooks, bulletin board displays of sports including description, objective, number of players, method of scoring, rules, well known professional and amateur athletes' pictures clippings from the newspapers about the sport, etc.
Use sport related words for spelling, crossword puzzles, word on game boards, etc.
Use sport related numbers for mathematics (scoring, number of players on teams, prices of tickets, timing of game, etc.)
Keep a large chart of students' favorite sports (school sports, major league baseball, football, etc.) showing the opponents and results. Have students check newspapers and listen to radio for latest scores.
Have students knowledgable in a sport help make a game board to help other students learn the sport. Play the games in season. e.g. for football, mark the board off in yardline and goal lines; make cards with various plays written on them (use different colors for kickoff, downs and fieldgoal attemp

Senior High Physical - 6 - Has adequate knowledge and competence in the arts to use them as

SP6.1 The student will name 10 popular recordings.

SP6.2 The student will name 10 popular T.V. programs.

SP6.3 The student will name 10 popular recording artists.

SP6.4 The student will name 10 popular actors and/or actresses.

SP6.5 The student will identify by title and artist 5 paintings or pieces of sculpture.

SP6.6 Following instruction on popular musical instruments and their sounds, and given ten recordings in which one instrument is outstanding, the student will identify that instrument for at least 8 recordings.

SP6.7 After discussing components of musical recordings, the student will state or describe what he likes most about five of his favorite recordings to the teacher's satisfaction. e.g. the tune, rhythm, lyrics, style of the artist, etc.

SP6.8 After discussing components of movies and T.V. programs, the student will state or describe the component or components other than the story itself which enhanced his enjoyment of three T.V. programs or movies. e.g., method or skill of actor, musical or sound effects, set design, photography, etc.

Develop a resource unit around
get across the idea that there
unit could include objectives f
curriculum; language, mathemati
Obtain lists from radio station
students make their own class l
recording artists, T.V. program
Have students help make up a bo
Life) in which players start ou
Help students prepare a dramati
another objective) including pr
etc., and video tape if possibl
When students discuss movies an
ask them about the components o
to popular recordings paying at
ents.
Provide opportunities to experi
Take students on a field trip t
or an arts festival (e.g. Sante
examine various arts. Then enc
own mini-arts festival. This c
most interest the students: mus
photography, needlework, etc.

Note: These objectives are mean
different art forms. As a stud
or more particular forms, the t
expand his knowledge and skill
call on the expertise of other
teacher, drama coach, etc. - to
enrolling in a class or by prov
the necessary knowledge and res

- - - - - - - - - - - - - - - - -

PHYSICAL SKILLS
SENIOR HIGH LEVEL
LEISURE TIME

6 - Has adequate knowledge and competence in the arts to use them as leisure time activities

name 10 popular recordings.

name 10 popular T.V. programs.

name 10 popular recording artists.

name 10 popular actors and/or

identify by title and artist 5
sculpture.

ction on popular musical instru-
and given ten recordings in
outstanding, the student will
t for at least 8 recordings.

components of musical recordings,
or describe what he likes most
ite recordings to the teacher's
e tune, rhythm, lyrics, style of

components of movies and T.V.
ill state or describe the
other than the story itself
ment of three T.V. programs
or skill of actor, musical
sign, photography, etc.

Develop a resource unit around art and artists in order to get across the idea that there are many types of art. This unit could include objectives from all general areas of the curriculum; language, mathematics, vocational, and social.
Obtain lists from radio stations of top ten records and have students make their own class list of the top ten records, recording artists, T.V. programs, actors, etc.
Have students help make up a board game (perhaps similar to Life) in which players start out as different kinds of artists.
Help students prepare a dramatization (could be related to another objective) including props, background music, costumes, etc., and video tape if possible.
When students discuss movies and T.V. programs they've seen, ask them about the components other than story line. Listen to popular recordings paying attention to the different components.
Provide opportunities to experiment with various art forms.
Take students on a field trip to an arts and crafts exhibit or an arts festival (e.g. Sante Fe Spring Arts Festival) to examine various arts. Then encourage students to put on their own mini-arts festival. This could include whatever art forms most interest the students: music, dramatizations, painting, photography, needlework, etc.

Note: These objectives are meant to expose students to the different art forms. As a student develops interest in one or more particular forms, the teacher should work with him to expand his knowledge and skill in that area. The teacher can call on the expertise of other teachers - art teacher, music teacher, drama coach, etc. - to help the student either by enrolling in a class or by providing the regular teacher with the necessary knowledge and resources to help the student.

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SP6.9 Following discussion of subject, style, and color in paintings, and shown five paintings, the student will state which he likes best and why he likes it to the satisfaction of the teacher

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SP6.10 Given the opportunity to experiment with several musical instruments, and given instruction in playing one or more, the student will play at least one simple tune on a melody instrument either by rote or by reading regular or transcribed music (such as colors or numbers).

SP6.11 Given a popular recording and asked to accompany it in some way, the student will accompany the record through singing, dancing, rhythmic activities, rhythm or percussion instruments, or a melodic instrument to the satisfaction of the teacher.

SP6.12 After experimenting with a wide variety of arts and crafts (drawing and painting, sculpture, weaving, macrame, embroidery, ceramics, woodcraft, leather craft, photography, scrap craft, enameling, knitting, crocheting, decoupage, etc.), the student will complete at least five items with the help of the teacher during the school year.

SP6.13 After experimenting with a wide variety of arts and crafts, the student will become proficient enough in at least one form to enable him to undertake projects on his own as evidenced by independent completion of at least one project during each school year.

SVE: Art of Africa series (sli
Middle Grades series (fil
American Folk Music serie
Music in America (filmstr
Africa (records/cassettes
and Folk Songs (records/c
Educational Activities: Jazz G
Black People Sang (record
(filmstrips); The Evoluti
Honor Your Partner (recor
Dances (records); Couple

Free or inexpensive leaflets a
may be obtained from many
Soap Sculpture Committee,
York, 10014 (soap sculptu
of America, 411 5th Ave.,
for making comb case, boo
2039 W. Lewis Ave., Phoen
clay projects); Barry Pro
60613 (Chenille Kraft ide
tional Mail Department, P
(free leaflets: Creative

Imperial: Indian Crafts of the

ussion of subject, style, and color
wn five paintings, the student will
best and why he likes it to the
eacher

ortunity to experiment with several
and given instruction in playing
ent will play at least one simple
rument either by rote or by
nscribed music (such as colors

r recording and asked to accompany
udent will accompany the record
ng, rhythmic activities, rhythm
nts, or a melodic instrument to the
acher.

nting with a wide variety of arts
d painting, sculpture, weaving,
eramics, woodcraft, leather craft,
ft, enameling, knitting, crocheting,
student will complete at least
lp of the teacher during the school

nting with a wide variety of arts
will become proficient enough
enable him to undertake projects
by independent completion of at
g each school year.

SVE: Art of Africa series (slides); Art Activities for Middle Grades series (filmstrips); Our Heritage of American Folk Music series (filmstrips); Black Folk Music in America (filmstrips); Folk Songs of South Africa (records/cassettes); Treasure of American Ballads and Folk Songs (records/cassettes)

Educational Activities: Jazz Greats (filmstrips); Songs the Black People Sang (record); Introducing Art Techniques (filmstrips); The Evolution of Modern Art (Slides); Honor Your Partner (records for square dancing); Folk Dances (records); Couple Dances and Mixers (records)

Free or inexpensive leaflets and booklets for craft projects may be obtained from many companies such as: National Soap Sculpture Committee, 421 Hudson Street, New York, Ne York, 10014 (soap sculpture booklet); Leather Industries of America, 411 5th Ave., New York, N.Y. 10016 (direction for making comb case, bookmark); American Art Clay Co. 2039 W. Lewis Ave., Phoenix, Arizona 85009 (ideas on clay projects); Barry Products Company, Chicago, Illinois 60613 (Chenille Kraft ideas); Coats & Clark Inc., Educational Mail Department, P.O. Box 383, Fair Lawn, N. J. (free leaflets: Creative Stitchery; ABC of Embroidery)

Imperial: Indian Crafts of the Southwest (filmstrips and recor

P
S
L

SP6.14 Given a daily or weekly schedule which includes leisure time and asked to list what he would do during that time, the student will include at least one form of art either as an observer (other than or in addition to T.V.) or as a performer or creator. e.g. attending a movie or concert, listening to records, dancing, painting, knitting, etc.

Senior High Physical - 7 - Identifies the types of activities available to him in the comm
worthwhile use of leisure time

SP7.1 The student will list at least 3 worthwhile uses of leisure time available in the community, to the teacher's satisfaction.	Contact local organizations, s education director, etc. and a upcoming events. Combine thes newspaper ads, and radio ads t Include the price of admission
SP7.2 Given a list of at least 10 leisure time activities including spectator sports, participation sports, artistic endeavers, etc., the student will use previous knowledge, newspaper ads, teacher made charts, etc. to determine the cost of each.	- - - - - - - - - - - - - - - - - Eye Gate: Leisure Time: Busy or record)

PHYSICAL SKILLS
SENIOR HIGH LEVEL
LEISURE TIME

y or weekly schedule which includes
ed to list what he would do during
nt will include at least one form
observer (other than or in addi-
a performer or creator. e.g.
concert, listening to records,
nitting, etc.

- 7 - Identifies the types of activities available to him in the community and at home for worthwhile use of leisure time

ill list at least 3 worthwhile uses
lable in the community, to the
on.

of at least 10 leisure time activities
sports, participation sports, artistic
student will use previous knowledge,
r made charts, etc. to determine

Contact local organizations, school clubs, school community education director, etc. and ask to receive notices of upcoming events. Combine these with school sports calendar, newspaper ads, and radio ads to maintain a calendar of event
Include the price of admission, if any, the time, place, etc

- -

Eye Gate: Leisure Time: Busy or Bored? (filmstrips and casse
or record)

TERMINAL OBJECTIVE

The EMR learner will identify and interpret environmental signs pertinent to his health an

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Senior High Physical - 8 - Observes safety rules on the job

SP8.1- Given five jobs he might one day have, the student will state the major safety factors associated with that job to the teacher's satisfaction.

SP8.2 During on the job training, the student will observe all safety rules pertinent to his job to the teacher's or supervisor's satisfaction.

Correlate with vocational are
When visiting job sites or ha
discuss safety factors as wel
Name a safety factor (e.g. ca
students name all the jobs th
be an important factor.

- - - - - - - - - - - - - - - -

FR: On the Job - Keeping Safe

602

60

TERMINAL OBJECTIVE

identify and interpret environmental signs pertinent to his health and safety.

- 8 - Observes safety rules on the job

s he might one day have, the student
safety factors associated with that
satisfaction.

job training, the student will observe
tinent to his job to the teacher's
sfaction.

602

Correlate with vocational area.
When visiting job sites or having employers visit classroom
discuss safety factors as well as requirements, benefits, e
Name a safety factor (e.g. care with sharp objects) and have
students name all the jobs they can think of where that woul
be an important factor.

- -

FR: On the Job - Keeping Safe at Work

603

Senior High Physical - 9 - Practices the rules of safe driving and highway safety

SP9.1 During class trips, on the way to and from school on the bus or in a car, the student will observe rules of safety as they pertain to passengers, as observed by and to the satisfaction of the teacher or other adult supervisor.

SP9.2 The student will describe to the teacher's satisfaction the purpose of traffic rules and laws. e.g. to protect those using the roads.

SP9.3 Given newspaper or oral descriptions of highway accidents due to illegal or unsafe driving, the student will state to the teacher's satisfaction how that accident could have been avoided.

SP9.4 Those students who have the necessary physical, mental, emotional, and decision making capabilities according to the best judgement of the EMR teachers, driver education teachers and other professional personnel as deemed necessary (e.g. doctor, psychologist, guidance counselor, etc.) shall successfully complete the drivers education course and obtain their Florida Drivers License during their senior high school years.

604

Use everyday situations invol
reinforce safe passenger prac
Invite a member of the Florid
class and/or demonstrate how
Ask them to describe how cert
avoided.

- - - - - - - - - - - - - - - -

New Readers Press: Be Informe
Fearon: Building Safe Driving
FR: Getting Ready to Drive; K
(book and filmstrips)
McGraw Hill: Driver Education

- 9 - Practices the rules of safe driving and highway safety

rips, on the way to and from school
ar, the student will observe rules
rtain to passengers, as observed by
ion of the teacher or other adult

ll describe to the teacher's
ose of traffic rules and laws.
using the roads.

r or oral descriptions of highway
gal or unsafe driving, the student
cher's satisfaction how that
een avoided.

who have the necessary physical,
d decision making capabilities
judgement of the EMR teachers,
hers and other professional
ecessary (e.g. doctor, psycholo-
lor, etc.) shall successfully
education course and obtain their
se during their senior high school.

Use everyday situations involving traveling to observe and reinforce safe passenger practices.
Invite a member of the Florida Highway Patrol to visit the class and/or demonstrate how they enforce traffic laws. Ask them to describe how certain accidents could have been avoided.

- -

New Readers Press: Be Informed, Unit 3, Owning an Auto
Fearon: Building Safe Driving Skills
FR: Getting Ready to Drive; Know Your Signs Book I and II (book and filmstrips)
McGraw Hill: Driver Education Series (filmstrips)

Senior High Physical - 10 - Maintains vehicles, appliances, tools, machinery, and home in

SP10.1 The student will maintain school property in good condition, to the teacher's satisfaction.

SP10.2 During on the job training, the student will maintain tools, appliances, and machinery in good condition to the supervisor's satisfaction.

SP10.3 Those students who have motor vehicles will maintain them in good and safe condition as observed by and to the satisfaction of the teacher.

Observe students in school an
safe care of materials and eq
Correlate with vocational are
social area (caring for thing
(the cost of replacing materi
economic cost of accidents).

- - - - - - - - - - - - - - - -

Scott, Foresman & Co.: Let's
New Readers Press: Be Informe
Eye Gate: Car Care for Safety

Senior High Physical - 11 - Knows fire laws, fire extinguisher use, chemical extinction of

SP11.1 The student will, with limited prompting, name 10 rules of fire prevention. e.g. do not overload circuits, do not use frayed or broken wires, do not leave dirty material to sit, have water near open fires, extinguish fires carefully, use open fires only when conditions permit, keep curtains away from stove, do not leave matches in children's reach, break matches before discarding, do not throw cigarettes out of windows, read and follow fire hazard warnings on labels, etc.

SP11.2 In actual or simulated situations, the student will demonstrate how to extinguish a grease fire on a stove, an electrical fire, an open fire, and how to use a fire extinguisher to the teacher's satisfaction.

Fast Thinking Exercise: Have
to prevent fire that they can
Ha[illegible] a fireman visit the clas
[illegible]tinction. Have him de
[illegible] students mention a fire
[illegible]d or on T.V. or radio, dis
prevented.

- - - - - - - - - - - - - - - -

Eye Gate: Fire and Fire Preve

- 10 - Maintains vehicles, appliances, tools, machinery, and home in good repair

will maintain school property in good
acher's satisfaction.

job training, the student will
iances, and machinery in good condi-
or's satisfaction.

s who have motor vehicles will main-
safe condition as observed by and to
he teacher.

Observe students in school and on the job to reinforce safe care of materials and equipment.
Correlate with vocational area (caring for things on the job, social area (caring for things at home), and consumerism (the cost of replacing materials and equipment, and the economic cost of accidents).

Scott, Foresman & Co.: Let's Drive Right, chs. 7 & 21
New Readers Press: Be Informed, Unit 3 - Owning an Auto
Eye Gate: Car Care for Safety (filmstrips)

- 11 - Knows fire laws, fire extinguisher use, chemical extinction of fires

will, with limited prompting, name 10
ion. e.g. do not overload circuits,
broken wires, do not leave dirty
water near open fires, extinguish
open fires only when conditions
away from stove, do not leave
reach, break matches before dis-
w cigarettes out of windows, read
d warnings on labels, etc.

simulated situations, the student
to extinguish a grease fire on a
fire, an open fire, and how to use a
the teacher's satisfaction.

Fast Thinking Exercise: Have students think of all the ways to prevent fire that they can within a given time.
Have a fireman visit the class to discuss fire prevention an
fire extinction. Have him demonstrate fire extinguishers.
When students mention a fire they heard about in the neighbo
hood or on T.V. or radio, discuss how it might have been prevented.

Eye Gate: Fire and Fire Prevention (filmstrips and cassettes

Senior High Physical - 12 - Knows and uses safe practices at home

SP12.1 The student will, with limited prompting, state 10 safety measures he knows and practices in the home. e.g. keep poisons and medicines in plainly marked containers and out of reach of children; keep knives, tools, glass, hot water, matches, out of children's reach; keep electrical equipment and cords in good condition; avoid using gas or flamable fluids indoors; keep weapons out of reach of children and keep unloaded; use ladder for reaching high objects; practice caution when using power tools; lighting stair ways; not starting a car in a closed garage; avoid leaving children unattended; keep plastic away from children; etc.

SP12.2 Shown a film or filmstrip in which safety measures are not practiced, the student will state the unsafe practice and give its remedy to the satisfaction of the teacher.

608

Have students make a booklet d
Type and duplicate the booklet
the booklet to families, frien
When students mention a home a
neighborhood, or which they he
media, discuss how it could ha

- - - - - - - - - - - - - - - - -

Fearon: Young American Series,

Write to insurance companies f
on home safety.

- 12 - Knows and uses safe practices at home

ill, with limited prompting, state 10
ows and practices in the home. e.g.
cines in plainly marked containers
hildren; keep knives, tools, glass,
ut of children's reach; keep electri-
ds in good condition; avoid using
s indoors; keep weapons out of reach
unloaded; use ladder for reaching
e caution when using power tools;
not starting a car in a closed
children unattended; keep plastic
tc.

or filmstrip in which safety measures
e student will state the unsafe
remedy to the satisfaction of the

Have students make a booklet describing safe home practices. Type and duplicate the booklet. Have students distribute the booklet to families, friends, neighbors.
When students mention a home accident which occured in the neighborhood, or which they heard about through the news media, discuss how it could have been avoided

Fearon: Young American Series, In Your Family

Write to insurance companies for free or inexpensive brochure on home safety.

Senior High Physical - 13 - Understands hazards to which babies and children are exposed

SP13.1 Given a situation which may be safe for a teenager or adult, the student will state how that same situation could prove a hazard for a baby or child to the teacher's satisfaction. e.g. water (indoors and out), plastic, tools, cars, changes in weather, exposure to disease, etc.

SP13.2 After reviewing stories, pictures, or films which depict family home life, the student will state how a situation could have proven hazardous for a child if safety measures had been ignored, to the teacher's satisfaction.

610

Ask students to name some thi
or can do, that their younger
Have the students tell why th
things. Bring in the differe
adults and ask students why t
Have students contribute idea
book to include activities wh
ren, ways to ensure safety of

- 13 - Understands hazards to which babies and children are exposed

tion which may be safe for a teenager will state how that same situation for a baby or child to the teacher's ter (indoors and out), plastic, in weather, exposure to disease, etc.

ng stories, pictures, or films which fe, the student will state how a proven hazardous for a child if een ignored, to the teacher's

610

Ask students to name some things that they are allowed to do or can do, that their younger brothers or sisters cannot do. Have the students tell why the younger children cannot do th things. Bring in the difference in some laws for children a adults and ask students why this is so.

Have students contribute ideas to a baby and child activity book to include activities which are safe for babies or chil ren, ways to ensure safety of young children.

611

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Senior High Physical - 14 - Knows what to do in case of an emergency and how to give emerg

SP14.1 The student will define or describe the meaning of first aid to the teacher's satisfaction. e.g. any emergency treatment given to an injured or ill person before medical care is available.

SP14.2 Asked what to do in case of a medical emergency, the student will include the following: a) call or have someone call an ambulance immediately, b) stop any serious bleeding, c) give artificial respiration if the person is not breathing, d) do not allow person to stand or sit up until it is safe, e) do not give liquid to an unconscious person, f) keep calm, speak naturally, handle person gently and keep others away.

SP14.3 Presented with actual or simulated situations, the student will state or demonstrate the appropriate procedure for 12 first aid emergencies. e.g. a) Fracture: send for ambulance, get the person to lie down and remain still, keep him warm and control any bleeding; b) Shock: keep the person warm, place him on his back with head low, loosen clothing, do not move, do not give anything by mouth, call ambulance; c) Breathing stopped: administer artificial respiration. (See Junior High Health and Safety section for other situations).

Have local Rescue squad demon
Dramatize a situation, such a
"victims" and have other stud

- - - - - - - - - - - - - - - -

McGraw Hill: First Aid Series
Boy Scout and Girl Scout hand
Eye Gate: First Aid As It Hap
cassettes)

14 - Knows what to do in case of an emergency and how to give emergency first aid

ll define or describe the meaning of
er's satisfaction. e.g. any emergency
injured or ill person before medi-

do in case of a medical emergency,
de the following: a) call or
mbulance immediately, b) stop any
ive artificial respiration if the
g, d) do not allow person to
it is safe, e) do not give liquid
on, f) keep calm, speak naturally,
nd keep others away.

actual or simulated situations,
or demonstrate the appropriate
aid emergencies. e.g. a) Fracture:
t the person to lie down and re-
arm and control any bleeding; b)
warm, place him on his back with
ing, do not move, do not give any-
nbulance; c) Breathing stopped:
respiration. (See Junior High
ion for other situations).

Have local Rescue squad demonstrate first aid.
Dramatize a situation, such as a car crash, with several "victims" and have other students administer first aid.

McGraw Hill: First Aid Series (filmstrips)
Boy Scout and Girl Scout handbooks
Eye Gate: First Aid As It Happens (filmstrips and record or cassettes)

Senior High Physical - 15 - Recognizes when a child needs medical attention

SP15.1 Following a unit of study on early symptoms of illness, the student will state ten major symptoms of illness. e.g., loss of appetite, irritability, fever, vomiting, chills, headache, sore throat, running nose, sneezing, coughing, diarrhea, restlessness during the day and sleeplessness during the night, fatigue, paleness, etc.	Ask a doctor or nurse to talk hood diseases and illnesses. Have students compare experie sisters and their illnesses. Discuss "normal" irratibility fatigue after an exciting day Discuss importance of immuniz
SP15.2 Given at least 20 situations involving behavior, attitude, complaints, etc. of children, the student will state whether or not medical attention is necessary, to the teacher's satisfaction. e.g. tired after a busy day, tired after a good night sleep, etc.	- - - - - - - - - - - - - - - - - Imperial: The New Baby series

Senior High Physical - 16 - Knows how various welfare agencies help with medical and healt

SP16.1 The student will explain the purpose of welfare agencies to the satisfaction of the teacher.	Have representatives of the v (or have the class visit the to ask what the services are. Make a bulletin board display agencies and the services the
SP16.2 The student will name 3 health or welfare agencies and tell what they can do to the satisfaction of the teacher.	- - - - - - - - - - - - - - - - - Educational Activities: Tommy strip and record)
SP16.3 Given a simulated situation concerning a problem that can be taken care of a welfare or health agency, the student will state where to go for help with 90% accuracy.	

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15 - Recognizes when a child needs medical attention

nit of study on early symptoms of
will state ten major symptoms of
of appetite, irritability, fever,
lache, sore throat, running nose,
iarrhea, restlesness during the
during the night, fatigue,

t 20 situations involving behavior,
etc. of children, the student will
medical attention is necessary, to
ction. e.g. tired after a busy day,
ght sleep, etc.

Ask a doctor or nurse to talk to the students about childhood diseases and illnesses.
Have students compare experiences with younger brothers and sisters and their illnesses.
Discuss "normal" irratibility of children: cutting teeth, fatigue after an exciting day, frustration, etc.
Discuss importance of immunization.

- -

Imperial: The New Baby series (filmstrips)

16 - Knows how various welfare agencies help with medical and health necessities

ill explain the purpose of welfare
faction of the teacher.

ill name 3 health or welfare agencies
n do to the satisfaction of the

ated situation concerning a problem
e of a welfare or health agency, the
ere to go for help with 90% accuracy.

614

Have representatives of the various agencies visit the class (or have the class visit the agencies); write to the agencie
to ask what the services are.
Make a bulletin board display showing the name of several agencies and the services they provide.

- -

Educational Activities: Tommy and His Health Department (fil
strip and record)

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Senior High Physical - 17 - Follows doctor's directions

SP17.1 The student will follow the directions of the doctor as observed by and to the knowledge of the te teacher. e.g. wearing glasses or hearing aids, refraining from strenuous physical activity, keeping to a special diet, etc.	Discuss why we go to doctors, advice, what we should do if w right (see another doctor) etc a doctor's supervision observe behavior as it relates to the

Senior High Physical - 18 - Knows how to nurse an ill person

SP18.1 When asked what steps should be taken in caring for the sick before the doctor arrives, the student will state the following five steps with 100% accuracy. (1) put the sick person to bed, (2) call the doctor promptly, (3) keep the sick person isolated from others, (4) keep the patient warm and quiet, (5) restrict fool temporarily.	Make a chart showing in words a sick person. Dramatize a situation in which sick.
SP18.2 The student will describe or demonstrate how to care for a sick or handicapped person including 3 of the following: bathing a bed-riden person, feeding an invalid, helping a handicapped person up or down from a chair or bed, giving liquid medication or a pill to a sick person, etc.	

- 17 - Follows doctor's directions

ill follow the directions of the
and to the knowledge of the te
g glasses or hearing aids, refraining
al activity, keeping to a special

Discuss why we go to doctors, why we should follow their advice, what we should do if we do not think the doctor is right (see another doctor) etc. When a student is under a doctor's supervision observe and reinforce appropriate behavior as it relates to the doctor's directions.

- 18 - Knows how to nurse an ill person

at steps should be taken in caring
he doctor arrives, the student will
ive steps with 100% accuracy. (1)
o bed, (2) call the doctor promptly,
son isolated from others, (4) keep
quiet, (5) restrict fool temporarily.

Make a chart showing in words and pictures how to care for a sick person.

Dramatize a situation in which a member of the family is sick.

ill describe or demonstrate how to
ndicapped person including 3 of the
bed-riden person, feeding an invalid,
person up or down from a chair or
ication or a pill to a sick person,

Senior High Physical - 19 - Knows the importance of balance between work and rest

SP19.1 When asked how much sleep the average person needs and why, the student will state 7-9 hours are needed in order to function well on the job and at leisure.	Have students describe how th or how they feel after strenu program of athletes and why t
SP19.2 When asked why it is important to rest after a strenuous activity or jobs, the student will state at least 2 reasons. e.g. the body needs rest for restoring energy, for rebuilding muscles, in order to return to a regular state (normal heart beat, etc.)	

Senior High Physical - 20 - Is aware of the symptoms, dangers, and treatment of venereal d

SP20.1 The student will name the two most common venereal diseases with 100% accuracy.	Following discussions, films, doctor talk to the class to g answer questions. If the do also have a representative fr to explain their services, an knowing who the infected pers - - - - - - - - - - - - - - - Metropolitan Life: Facts You Don't (fr Insurance N.Y. 10010 Fearon: Venereal Disease: Man Imperial: VD: A Health Educat SVE: Venereal Disease and You or cassette) New Readers Press: VD: It Cou
SP20.2 The student will state with 100% accuracy, how venereal diseases spread.	
SP20.3 The student will describe the symptoms of venereal disease to the teacher's satisfaction.	
SP20.4 The student will name two dangers of venereal diseases, to the teacher's satisfaction.	
SP20.5 The student will name two places he can go to be treated for venereal diseases.	

- 19 - Knows the importance of balance between work and rest	
ow much sleep the average person tudent will state 7-9 hours are unction well on the job and at	Have students describe how they feel with insufficient rest or how they feel after strenuous exercise. Discuss training program of athletes and why this is stressed.
hy it is important to rest after a r jobs, the student will state at g. the body needs rest for restoring ng muscles, in order to return to a l heart beat, etc.)	
- 20 - Is aware of the symptoms, dangers, and treatment of venereal diseases	
will name the two most common th 100% accuracy.	Following discussions, films, filmstrips about VD, have a doctor talk to the class to give additional explanations and answer questions. If the doctor is a private practitioner, also have a representative from the health department come to explain their services, and to explain the need for knowing who the infected person has had contact with.
will state with 100% accuracy, how read.	
will describe the symptoms of venereal er's satisfaction.	- Metropolitan Life: Facts You Should Know About VD But Probab Don't (free booklet from Metropolitan Li Insurance Company, 1 Madison Ave., New Yo N.Y. 10010)
will name two dangers of venereal cher's satisfaction.	Fearon: Venereal Disease: Man Against a Plague Imperial: VD: A Health Education Program (filmstrips) SVE: Venereal Disease and Your Health (filmstrip and record or cassette)
will name two places he can go to be diseases.	New Readers Press: VD: It Could Happen to You

Senior High Physical - 21 - Knows the dangers of the misuse of drugs

SP21.1 The student will describe the dangers of the use of tobacco and alcohol, to the teacher's satisfaction.

SP21.2 The student will name three ways people often get into the drug habit.

SP21.3 The student will describe the ill effects of 5 different drugs.

SP21.4. Given 20 questions about the proper use and the misuse of drugs with 90% accuracy. Questions may be true and false, fill in, definitions, etc. and may be oral or written.

SP21.5 The student will describe to the teacher's satisfaction, the legal implications of drug abuse.

SP21.6 The student will describe, to the teacher's satisfaction, the meaning of addiction and how addiction can be treated.

Discussions, readings, filmstr
and lawyers.

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New Readers Press: Drugs: Fact
Xerox: Know About Drugs; Addic
Fearon: About Drugs
SVE: Development of Drugs and
World; Living in a Drug C
Critical Areas of Health
Drug Abuse (transparancie

21 - Knows the dangers of the misuse of drugs

ll describe the dangers of the use
, to the teacher's satisfaction.

ll name three ways people often get

ll describe the ill effects of 5

ions about the proper use and the
0% accuracy. Questions may be
n, definitions, etc and may be

ll describe to the teacher's satis-
lications of drug abuse.

ll describe, to the teacher's satis-
f addiction and how addiction can

Discussions, readings, filmstrip viewing, talks with doctors and lawyers.

- -

New Readers Press: Drugs: Facts for Decisions
Xerox: Know About Drugs; Addiction
Fearon: About Drugs
SVE: Development of Drugs and Their Role; Drugs in Today's World; Living in a Drug Culture; Mainline to Nowhere; Critical Areas of Health (filmstrips and cassettes); Drug Abuse (transparancies)

APPENDICES

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APPENDIX A

FUNCTIONAL AND VOCATIONALLY RELATED WORDS

Part A - Functional Words

add
address
age
beware
beware of dog
birthdate
boil
boy wanted
bus
call physician
check
circle
closed
combine
complete
credit department (dept.)
cross
cross here
cross road
cup
cut
danger
danger ahead
date of birth
deep water
detour
divide
doctor
do not bend, fold, spindle, or mutilate
do not enter
do not induce vomiting
do not open
do not refreeze
do not take internally
do not touch
don't walk
drive at own risk
drive at your own risk
drive slowly
dry clean only
down
dynamite
elevator
employment
end
entrance
exit
explosive
fill in
fine for littering
fire escape
flammable
food
fold
for external use only
for rent
for sale
found
fragile
gentleman
glass
handle with care
hand washable
hands off
health
help wanted
high voltage
in
induce vomiting
keep frozen
keep in cool place
keep off
keep off the grass
keep right
laborers wanted
ladies
ladies only
ladies room
large
line
lost
machine washable
match
meat
medium
men
men at work
men wanted
mix
multiply
next door
nest window
no admittance
no fighing
no left turn
no loitering
no parking
no smoking
no soliciting
no trespassin
one way
open
out
out of order
parent
pet
phone
poison
police
post no bills
posted
pour
private
prohibited
push
rail road cro
railroad
refrigerate a
opening

APPENDIX A

FUNCTIONAL AND VOCATIONALLY RELATED WORDS

Part A - Functional Words

do not enter
do not induce vomiting
do not open
do not refreeze
do not take internally
do not touch
don't walk
drive at own risk
drive at your own risk
drive slowly
dry clean only
down
dynamite
elevator
employment
end
entrance
exit
explosive
fill in
fine for littering
fire escape
flammable
food
fold
for external use only
for rent
for sale
found
fragile
gentleman
glass
handle with care
hand washable
hands off
health
help wanted
high voltage
in
induce vomiting
keep frozen
keep in cool place
keep off
keep off the grass
keep right
laborers wanted
ladies
ladies only
ladies room
large
line
lost
machine washable
match
meat
medium
men
men at work
men wanted
mix
multiply
next door
nest window
no admittance
no fighing
no left turn
no loitering
no parking
no smoking
no soliciting
no trespassing
one way
open
out
out of order
parent
pet
phone
poison
police
post no bills
posted
pour
private
prohibited
push
rail road crossing
railroad
refrigerate after opening
repair
rest room
separate
sex
shake
shake well before use
sherriff
size
slow
small
speed chedked by rada
speed limit
speed mechanical chec
stir
stop
subtract
swim at your own risk
tablespoon
teaspoon
telephone
this side up
toll ahead
twist to open
under construction
underline
wait
walk
weight
wet paint

Part B

Vocationally Related Words

General

ability
ad
address
advance
advancement
advertisement
age
agency
aide
ambitious
answer
applicant
application
apply
assist
beginner
birthdate
blank
boy wanted
check
city
clerical
clerk
color of eyes
complete
consider
customer
date

deduction
delivery
do not enter
do not open
do not touch
domestic
early shift
education
educational background
elevator
emergency
employee
employer
employment
end
entrance
errand
excellent
exit
experience
factory
female
fill in
fire escape
flammable
former employer

full time
future
general
gentleman
grade completed
handle with care
hands off
hearing
height
help wanted
helper
hobbies
hours
in
inexperienced
job experiences
keep off
ladies
ladies room
late shift
learn
light
last in order
maiden name
male
men
men wanted
name

necessary
neighborhood
newspaper
next door
no smoking
no trespassing
no vacancy
office
open
opportunity
ounce
out
out of order
overtime
parent
part time
physical defects
permanent
per week
phone
please
poison
position
post no bills
posted
pound
preferred
previous

print
product
questions
raise
reference
residence
rest room
sales lady
salesmen
sex
signature
Social Se
state
steady
stop
tax
taxes
telephone
temporary
this side
underline
vacant
vision
weight
wet paint
Zip code

Part B

Vocationally Related Words

General

duction
livery
not enter
not open
not touch
mestic
rly shift
ucation
ucational background
levator
mergency
mployee
mployer
mployment
nd
ntrance
rrand
xcellent
xit
xperience
actory
emale
ill in
ire escape
lammable
ormer employer

full time
future
general
gentleman
grade completed
handle with care
hands off
hearing
height
help wanted
helper
hobbies
hours
in
inexperienced
job experiences
keep off
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ladies room
late shift
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light
last in order
maiden name
male
men
men wanted
name

necessary
neighborhood
newspaper
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no smoking
no trespassing
no vacancy
office
open
opportunity
ounce
out
out of order
overtime
parent
part time
physical defects
permanent
per week
phone
please
poison
position
post no bills
posted
pound
preferred
previous

print
product
questions
raise
reference
residence
rest room
sales lady
salesmen
sex
signature
Social Security Number
state
steady
stop
tax
taxes
telephone
temporary
this side up
underline
vacant
vision
weight
wet paint
Zip code

Vocationally Related Words

Specific Areas

AUTO SERVICE

air
battery
cable
gas
grease
garbage
head light
hoist
hub cap
jack
lubrication
lugs
mechanic
motor
oil
pump
range
shop
sparkplugs
speedometer
tank
tire
wrench

CHILD CARE

bath
bottle
diaper
nap
powder
rash

COOKING TERMS

bake
baste
beat
blend
boil
bone
braise
broil
brown
chill
chop
combine
cream
cube
cut in
dice
dissolve
dat
dredge
fold
fry
glaze
grate
grease
knead
marinate
melt
mix
mold
panbroil
parboil
pare
peel
poach
preheat
puree
roast
roll
saute
scald
sear
season
shred
sift
simmer
slice
sprinkle
steep
stir
toast
toss
unmold
whip

FOOD SERVICE

all-purpose
bake
baking soda
beat
blend
boil
butter
constantly
flour
fold
grams
heat
milk
oleo
oven
pre-heat
powder
refrigerator
self-rising
sift
spatula
stir
throughly
yeast

DOMESTIC SERVICE

amonia
bleach
broom
detergent
downstairs
dryer
dust
furniture
iron
laundry
linens
mop
prepare

Vocationally Related Words

Specific Areas

COOKING TERMS

bake
baste
beat
blend
boil
bone
braise
broil
brown
chill
chop
combine
cream
cube
cut in
dice
dissolve
dat
dredge
fold
fry
glaze
grate
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knead
marinate
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pare

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preheat
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self-rising
sift
spatula
stir
throughly
yeast

DOMESTIC SERVICE

amonia
bleach
broom
detergent
downstairs
dryer
dust
furniture
iron
laundry
linens
mop
prepare

starch
towels
upstairs
washer

FARMING

acre
alottment
disc
fertilizer
harvest
irrigator
market
plant
planter
plow
precedure
seed
soil
yield

PLUMBING

bathtub
bolt
drain
faucet
fixtures
gooseneck
nut
pipe thread

septic tank
sewer
sink trap
snake
washer

WOOD WORKER

brush
hammer
knife
level
nails
paint
pliars
putty
refinish
remove
rub
sand
scrap
screw
screw driver
T-square
varnish

APPENDIX B

GAMES AND ACTIVITIES

Job Profiles

When visiting job sites, give students a standard form for finding out specific information about the job. Include the following information: quitting, sick leave, vacations, fringe benefits, types of jobs offered, union or non-union, type of pay, amount of pay, job skills involved, special safety requirements, etc.

Class Scrapbooks

Have students in woodworking class make the covers for class scrapbooks so that standard scrapbook filler will fit. During the year, have students make reports of picnics, class visitations, class visitors, class trips, important current events, etc.

Modified Password

Put words on cards that have common antonyms and synonyms. Pick two contestants. Let one contestant draw a card and hand it to the teacher. The teacher gives clues (antonyms or synonyms of the word chosen) alternately to each contestant. Contestants try to guess the word on the card. The word drops in value with each incorrect guess. Words start with 5 points and drop to 1. The first player to get 10 points wins and chooses a new contestant.

Prescription Sheets

See Junior High, Appendix B,

Price Is Right

See Junior High, Appendix B,

Hollywood Squares

See Junior High, Appendix B,

Multiplication Squares

See Junior High, Appendix B,

APPENDIX B

GAMES AND ACTIVITIES

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fety requirements, etc.

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new contestant.

Prescription Sheets

See Junior High, Appendix B, page 169

Price Is Right

See Junior High, Appendix B, page 173

Hollywood Squares

See Junior High, Appendix B, page 169

Multiplication Squares

See Junior High, Appendix B, page 172

APPENDIX C

HAND TOOLS

aerator
ball peen hammer
calipers

chisel

claps
claw hammer
compass
coping saw
crosscut saw
cultivator
dividers
dolly
drill (hand)

edger
file
grass shears
hacksaw
hedge clippers
hoe

jack (hand)
knives
lawn mower (hand)

lawn spreader

level
micrometer (mike)
miter box
monkey wrench
nailset
open-end wrench
paint brush
paint roller
plane

plastic tipped hammer
pliers
pruning saw
pruning shears
rake
ripsaw

APPENDIX C

HAND TOOLS

jack (hand)
knives
lawn mower (hand)

lawn spreader

level
micrometer (mike)
miter box
monkey wrench
nailset
open-end wrench
paint brush
paint roller
plane

plastic tipped hammer
pliers
pruning saw
pruning shears
rake
ripsaw

rules
setscrew wrench
screw driver
   Phillips
screw driver
   Standard
scribe
shovel
socket wrench
soldering iron
spading fork
spokeshave
spray tanks
tire pressure
tire pressure
   gauage
trowel
T-square
twist drill
vise
wheel barrow
wire gauage

APPENDIX D

ACTIVITIES REQUIRING MOTOR SKILLS

Automotive Mechanics and Small Engine Repair

Tightening and loosening bolts and screws
Use of socket wrenches
Changing tires
Changing oil
Cleaning cars
Minor repair
Balancing wheels

Homemaking

Cleaning
Polishing
Laundry
Decorating
Cooking

Sewing

Threading a needle (hand & machine)
Cutting
Tracing
Operation of Machine
Altering
Repairing

Carpentry

Sharpening saws
Hammering
Sawing
Sanding and refinishing
Drilling
Assembly
Squaring
Mitering
Painting
Screwing

Horticulture

Potting
Pruning
Planting
Landscaping
Balling
Irrigating
Grafting
Harvesting
Digging
Weeding
Hoeing

Animal Husbandry

Milking
Cleaning, e.g. curring,
shampooing, clipping
Furriering

Baby Care

Changing diapers
Bathing
Dressing
Feeding
Holding
Playing

Food Management

Cooking: measuring, weighing,
stirring, folding, beating,
whipping, turning, carving,
decorating, grilling, etc.
Serving
Washing, drying, putting away
dishes
Setting table

Transpo

Driving
Loading
Vehicle
Hooking

Merchan

Stockin
Packing
Marking
Sorting

Plumbin

Fitting
Cutting
Digging
Tighten

Masoner

Mixing
Laying
Levelin
Hauling
Troweli
Pouring

Electri

Spicing
Repairi
Changin

APPENDIX D

ACTIVITIES REQUIRING MOTOR SKILLS

ics and Small Engine Repair

osening bolts and screws
nches

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hine

ishing

Horticulture

Potting
Pruning
Planting
Landscaping
Balling
Irrigating
Grafting
Harvesting
Digging
Weeding
Hoeing

Animal Husbandry

Milking
Cleaning, e.g. curring,
 shampooing, clipping
Furriering

Baby Care

Changing diapers
Bathing
Dressing
Feeding
Holding
Playing

Food Management

Cooking: measuring, weighing, stirring, folding, beating, whipping, turning, carving, decorating, grilling, etc.
Serving
Washing, drying, putting away dishes
Setting table

Transportation

Driving
Loading and unloading
Vehicle maintainance
Hooking and unhooking

Merchandizing

Stocking
Packing
Marking
Sorting

Plumbing

Fitting pipes
Cutting and threading
Digging
Tightening and loosening

Masonery

Mixing
Laying
Leveling
Hauling
Troweling
Pouring

Electricity

Spicing
Repairing
Changing fuses

APPENDIX F

HOUSEKEEPING CHORES

Kitchen

- Washing, drying, putting away dishes and utensils
- Cleaning sink
- Wiping counters, stove top, table top, etc.
- Cleaning and defrosting refrigerator
- Cleaning stove and oven
- Emptying trash
- Cleaning trash can
- Cleaning windows
- Washing floor
- Waxing floor
- Celaning walls and woodwork
- Straightening up cupboards and drawers
- Wiping or cleaning fixtures and applicances

Bathroom

- Cleaning tub
- Cleaning sink and counter
- Cleaning toilet (inside and out)
- Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)
- Celaning walls, tile, and woodwork
- Cleaning mirrors and windows
- Replacing soiled linen
- Cleaning floor
- Emptying trash
- Cleaning trash can

Living Room, Den, Family Roo

- Dusting furniture
- Polishing furniture
- Vacuuming upholstered furniture
- Polishing or waxing floors (i uncarpeted)
- Vacuuming carpets
- Cleaning or dusting walls and woodwork
- Cleaning mirrors and windows
- Emptying and washing ashtrays
- Dusting lamps, bric-a-brac, pictures, etc.

ting away
ils
ve top,
ting
ven
woodwork
boards
fixtures

APPENDIX F

HOUSEKEEPING CHORES

Bathroom

Cleaning tub
Cleaning sink and counter
Cleaning toilet (inside and out)
Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)
Celaning walls, tile, and woodwork
Cleaning mirrors and windows
Replacing soiled linen
Cleaning floor
Emptying trash
Cleaning trash can

Living Room, Den, Family Room

Dusting furniture
Polishing furniture
Vacuuming upholstered furniture
Polishing or waxing floors (if uncarpeted)
Vacuuming carpets
Cleaning or dusting walls and woodwork
Cleaning mirrors and windows
Emptying and washing ashtrays
Dusting lamps, bric-a-brac, pictures, etc.

Bedroom

Making up bed
Changing linens
Dusting furniture
Polishing furniture
Vacuuming, dusting, and swee ing floors
Polishing or waxing floors (if uncarpeted)
Cleaning mirrors and windows
Cleaning or dusting walls and woodwork
Dusting lamps, bric-a-brac, pictures, etc.
Putting clothes away

APPENDIX F

PUBLISHERS

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8701 Welshire Blvd.
Beverly Hills, California 90211

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